

Tomlinscote School



Dear Applicant

March 2023

Appointment for Head of Photography

Thank you for your interest in this post at Tomlinscote School. I am after a high-quality teacher who will join our team of enthusiastic members of staff. Tomlinscote is a successful school where you can flourish and develop your career. It is a school where you can teach effectively in classrooms with students that have a thirst to learn. Furthermore, it is a place where you will be valued, and your well-being is considered as being of great importance. My philosophy is that the most effective learning takes place when staff feel supported, appreciated, and happy. If you would like to know more about the role please contact Rebecca McKellar, Head of Creative Arts on RMcKellar@tomlinscoteschool.com.

We are looking for an inspirational Head of Photography who will have the ability to deliver inspiring lessons, be part of creating an exceptional place of learning and help build on the excellent current standards in our 'outstanding' school. The successful candidate will be required to teach Photography and potentially also Art.

The Photography Department is part of the wider Creative Arts Faculty and has a close working relationship with the Art Department.

Current points of focus include the promotion of "independent learning" and Assessment for Learning. In addition, we also have a part time Technician supporting the team.

All staff have their own individual areas of expertise but are also expected to contribute to teaching a wide variety of skills and techniques across the curriculum. All staff have the opportunity to contribute towards curriculum planning and development. It is the aim of the department to create balanced individual teaching timetables consisting of a range of classes and age groups.

Photography is taught at KS4 with the GCSE course using the exam board AQA. Throughout the course students will learn and understand the camera and be involved in a variety of projects such as Forensic Photography and Distortion. There is also a huge careers focus throughout to allow students to see what opportunities there are after education. The department is fully resourced with cameras, different lighting and a fully functioning studio. After school clubs for both KS3 & 4 within the Creative Arts Faculty are offered and essential for GCSE.

Building student attainment and confidence is of the highest priority; all Tomlinscote staff are responsible for ensuring that every consideration is given to providing a motivating and personalised curriculum for those students who find learning more challenging to access.

All students at Tomlinscote have an iPad to enhance learning inside or outside of the classroom. Therefore, the ideal candidate will have a good grasp of technology (iPads) and be keen to develop this within their teaching. However, 1:1 training will be provided for all new staff.

Tomlinscote is a highly successful, over-subscribed mixed comprehensive school of approximately 1500 students. Our staff enjoy working here because our standards, facilities and staff well-being are excellent. Our students are a pleasure to teach and make excellent progress as shown by the positive examination data. Tomlinscote is part of The Prospect Trust which provides an opportunity to teach in a Sixth Form in the future.

Support for staff is strong. The school is fully staffed, partly because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme of support for newly appointed staff, which enables them to settle into the school routine quickly and effectively.

As an employee of The Prospect Trust, we offer an excellent benefits package:

- Induction day
- New staff training and mentor
- Individual iPads
- 1:1 iPad support & training
- Excellent training and professional development opportunities,
- Generous Pension Scheme
- Free annual eye test
- Excellent onsite catering facility
- Discounted membership to the onsite gym
- Free counselling service.

Please contact the HR department at recruitment@prospecttrust.org.uk for further details.

The attached Job Description summarises the main responsibilities of the post. To apply, please complete the application and equality monitoring forms which are available on the school website under the vacancies section – C.V.s are not required. Please refer closely to the Person Specification when writing your accompanying 'Statement of Application'. Use a maximum of two sides of A4 to describe how your knowledge, skills and experience have prepared you for this post. Please give brief examples where possible.

Please return the application form electronically to recruitment@prospecttrust.org.uk by **Monday 17th April 2023, 9am.**

Thank you for your interest in this post and the school. I look forward to reading your application.

Yours sincerely

Rob Major
Principal

The Prospect Trust is committed to safeguarding and promoting the welfare of all children and young people within our care and requires all staff and volunteers to share and demonstrate this commitment. The job description fully sets out the safeguarding responsibilities of the post. Any future offer of employment remains subject to satisfactory pre-employment checks, including enhanced DBS clearance, a health check and references.

Job Description – Head of Department

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STPCD), other current education legislation and the policies of the governing body. The teacher shall carry out these professional duties as circumstances may require, under the reasonable direction of the Executive Principal or Head of School. This document does not aim to specify all the details of the responsibilities and key tasks of the post holder and specific duties are subject to annual review with the line manager / Executive Principal. It is in addition to the separate job description for a subject teacher which applies to all teaching staff.

All posts within school are subject to an enhanced DBS disclosure.

The purpose of the post: To deliver to students an appropriate high-quality educational experience reflecting the policies, aims and values of the school, by enabling every student to achieve his / her maximum potential. To have an impact on the educational progress of students following courses in the department and to be accountable for the leadership, management and development of the curriculum area within the school. To have line management responsibility for staff delivering the subject within the school.

Responsible to: Head of Faculty.

Responsible for: Staff teaching within the subject area.

Key Leadership Accountabilities

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| 1 - To be accountable for the leadership, management and development of the subject within the school: |
| <ul style="list-style-type: none">a) Provide a role model as a classroom teacher for faculty staff and to represent the school positively in the public arena.b) To plan, resource and implement appropriate schemes of work that challenge each student in their learning.c) To maximise opportunities for staff and students to apply ICT within the subject.d) To monitor actively and respond to curriculum development. |
| 2 – Assessment and Progress: |
| <ul style="list-style-type: none">a) Ensure feedback and assessment practice follows school policies and helps students make at least good progress.b) Ensure students are grouped appropriately in line with school and department policies taking account of their needs and prior attainment so that all make appropriate progress.c) To support the work of the Head of Faculty in meeting requirements for the preparation and professional completion of internal testing and external examination board requirements. |
| 3 - To have line management responsibility for staff delivering the curriculum: |
| <ul style="list-style-type: none">a) To support the identification and provision of development opportunities to meet the needs of staff. |

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| <p>b) Assist in the appointment of new staff.</p> <p>c) Where required by the Head of Faculty, to represent the department at appropriate school meetings and provide opportunities for information/ideas to be fed back to and discussed with all department staff.</p> <p>d) Take responsibility for safety of all who use rooms and to carry out regular safety audit.</p> <p>e) As delegated, to undertake appraisal for staff within the faculty.</p> <p>f) Ensure all staff in the department follow the school's policies, systems and procedures.</p> <p>g) To take responsibility for the setting of relevant work for staff who are unexpectedly absent from school.</p> |
| 4 - Quality Assurance: |
| <p>a) To contribute to the effective operation of self-review and other quality assurance procedures.</p> <p>b) To oversee and contribute to the school procedures for lesson observation.</p> <p>c) Maintain a programme of regular standardisation of work between staff. d) To ensure the regular use of student assessment information to monitor the quality of teaching and learning.</p> |
| 5 - Other: |
| <p>a) In addition, carry out other duties as reasonably required by the Principal.</p> <p>b) Complying with Trust policies (including those of the individual academies) and procedures as appropriate including those relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and the UK General Data Protection Regulation (GDPR) requirements with concerns reported as per the relevant policy.</p> |

Specification – Head of Department

| Essential | Desirable | Evidence |
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| 1. Education and training | | |
| <p>1.1 Graduate and Qualified Teacher</p> <p>1.2 Evidence of commitment to professional development</p> <p>1.3 Successful teaching at all Secondary Key Stages</p> | <ul style="list-style-type: none"> • Additional qualifications or academic experience. • Evidence of preparation for department leadership | Application Form, Certificates & References |
| 2. Leadership and Management | | |
| <p>2.1 Ability to set high standards and engender a desire for learning in students and adults</p> <p>2.2 Ability to articulate a vision for the</p> | <ul style="list-style-type: none"> • Evidence of the planned acquisition of | Application Form, References & |

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| <p>department, leading to clear aims and direction.</p> <p>2.3 Can demonstrate the ability to lead change and adapt readily</p> <p>2.4 Creative approach to curriculum and school development</p> <p>2.5 Ability to evaluate the quality of classroom teaching.</p> <p>2.6 Use assessment data to monitor and evaluate progress and use this as the basis for setting targets for improvement.</p> <p>2.7 Ability to review departmental practice and develop appropriate improvement plans.</p> | <p>leadership skills.</p> <ul style="list-style-type: none"> • Ability to identify professional development needs and encourage continuing professional development, plan and organise CPD. • Evidence of the management of resources. • Evidence of training in leading Performance Management | <p>Interview</p> |
| 3. Teaching Experience | | |
| <p>3.1 Established as an effective teacher across the age and ability range with the ability to consistently teach 'good' lessons</p> <p>3.2 Knowledge of the subject curriculum and its relationship to the curriculum as a whole.</p> <p>3.3 Ability to recognise and describe the characteristics of high-quality learning in the subject and the main strategies for securing at least 'Good' progress for all.</p> <p>3.4 Evidence of good classroom management skills in an inclusive environment</p> <p>3.5 Successful experience working with young people in a pastoral capacity (eg as form tutor)</p> | <ul style="list-style-type: none"> • Experience of leading a curriculum development. • Ability to teach to A-level | <p>Lesson observation, Application Form, References & Interview</p> |
| 4. Professional knowledge & skills | | |
| <p>4.1 An ability to inspire and manage students effectively, thereby developing positive working relationships</p> <p>4.2 Well developed interpersonal and communication skills.</p> | | <p>Application form, teaching & Interview</p> |

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| <p>4.3 Ability to communicate clearly in writing</p> <p>4.4 Good organisation and proven administrative abilities.</p> <p>4.5 Good personal ICT skills including the ability to use ICT effectively to engage students.</p> | | |
| 5. Safeguarding & promoting welfare of students | | |
| <p>5.1 Motivation to work with students</p> <p>5.2 Ability to form and maintain appropriate relationships and boundaries with students</p> <p>5.3 Emotional resilience in working with challenging behaviours</p> <p>5.4 Attitudes to use of authority and maintaining discipline</p> <p>5.5 To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person.</p> | | <p>References</p> <p>Interview</p> |