

JOB DESCRIPTION

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| Job Title: | Head of Visual Arts and Design | Reporting to: | Assistant Headteacher |
| Location: | Rockwood Academy | Annual salary: | MPS/UPS & up to TLR 2c |
| Contract type: | Full time, Permanent | Hours of work: | Monday – Friday 32.5 hours |

JOB PURPOSE AND RESPONSIBILITIES

- The main function of the Head of Visual Arts and Design is to drive up standards, expectations, and aspirations, so that staff and pupils regularly experience success and a sense of progression.
- Act as a role model for staff within Visual Arts and Design.
- Decide upon the pedagogy and methodology of delivery for all lessons within Visual Arts and Design.
- Continuously monitor and evaluate teaching and learning within the department.
- Observe lessons within the department and ensure all members of the department observe other practitioners regularly and devise a process to ensure that teaching is of high quality.
- Establish and maintain a good working atmosphere and climate for learning.
- Establish and maintain a culture of high expectations of work and conduct within Visual Arts and Design.
- Ensure that all learning takes place within a creative and disciplined atmosphere.
- Ensure the systematic use of data and analysis of data to diagnose pupils' needs and to monitor their progress.
- Develop and maintain appropriate assessment and recording procedures in line with school policy.
- Co-ordinate and produce reports to the headteacher reviewing Visual Arts and Design progress and planning.
- Monitor and review Visual Arts and Design reporting to parents, in line with school policy.
- Lead the Visual Arts and Design curriculum planning; setting and monitoring of aims and objectives, through a syllabus and schemes of work, ensuring the department reflects the aims of the school.
- Undertake appropriate training and advise the headteacher on the training needs of the Visual Arts and Design department to ensure skills of staff are updated, as necessary.
- Manage the teaching of the subject throughout the school.
- Ensure the Visual Arts and Design department takes responsibility to meet the needs of all pupils including those with special educational needs and those with challenging behaviour in line with the school's inclusion policy.
 - Co-ordinate educational enhancement of the subject (including booster

classes and visits).

TEACHING


- Consistently teach high quality lessons.
- Deliver the curriculum in line with the relevant key stage groups.
- Identify individual student capabilities, plan, and distinguish teaching methods appropriately to build and develop student learning.
- Contribute to the development of teaching materials and programmes of study.
- Maintain discipline in accordance with the academy procedures and to encourage good practice with regards to punctuality, behaviour, standards of work and homework.
- To assess accurately and maintain appropriate records.
- Follow academy teaching policies for example with regards to assessment, marking, feedback and homework.
- Be a role model for students, inspiring them to be actively interested in Visual Arts and Design.

STUDENT SUPPORT

- To be a Form Tutor to an assigned group of students.
- To promote the general personal development and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the student support system.
- To register students, accompany them to assemblies, encourage their full attendance and their participation in other aspects of academy life.
- To alert the appropriate staff to problems experienced by students in the Tutor Group.
- To be fully aware of all matters of child protection and safeguarding and follow the appropriate policies and procedures as required.

PROFESSIONAL

- Be up to date with the latest developments in teaching practice and methodology, particularly in the curriculum area of Visual Arts and Design.
- Be aware of departmental and academy health and safety measures, including relevant risk assessments.
- To set cover work during any leave of absence.
- To take part in Open Evenings and Parents' Evenings and any other similar event to support students and their families.
- To attend meetings and professional development activities as required.
- Carry out duties in line with published rotas.

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- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

The above is not exhaustive and maybe amended commensurate with the post holder's salary and grade as required by the headteacher.

SPECIAL CONDITIONS OF EMPLOYMENT

REHABILITATION OF OFFENDERS ACT 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with CORE Education Trust Disciplinary Procedure.

HEALTH AND SAFETY

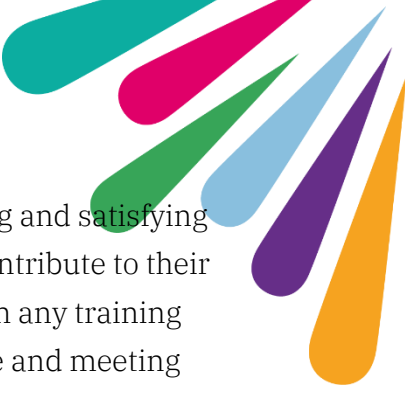
The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in CORE Education Trust Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

EQUALITY AND DIVERSITY

CORE Education Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

TRAINING AND DEVELOPMENT

DELIVERING A CORE EDUCATION



The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

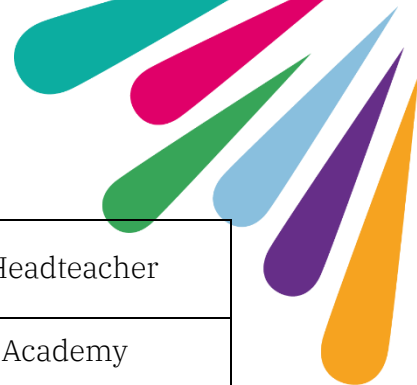
MOBILITY:

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CORE Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS (Disclosure and Barring Services) Check is required for all successful applicants.

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| Job Description Reviewed on: | |
| Job Description Reviewed by: | |




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CORE Education Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment. All posts will be subject to a DBS clearance at Enhanced level.

The Person Specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

| | Essential | Desirable |
|--|---------------------------------|-----------|
| Education, Training and Qualifications | | |
| <ul style="list-style-type: none"> Degree or equivalent Masters in a relevant subject area Qualified Teacher Status Evidence of and commitment to continuing professional development. | X X X | X |
| Experience, Knowledge, Skills/Competencies | | |
| <ul style="list-style-type: none"> Successful school teaching experience with experience of teaching across the age and ability range. Well-developed subject knowledge. Knowledge and understanding of the theory and practice of effective teaching and learning. Knowledge and understanding of key policies in particular: health and safety, child protection, SEND and their implementation in schools. In depth knowledge of best practice in teaching and learning, including the use of the latest technologies, to support student learning. Make effective use of ICT across the curriculum when teaching and planning. Communicate effectively both verbally and in writing, to a range of abilities. | X X X X X X X | |



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|---|---|---|
| <ul style="list-style-type: none"> Experience in Middle Leadership. | X | |
| Teaching | | |
| <ul style="list-style-type: none"> Plan, prepare and deliver stimulating and engaging lessons, which make effective use of cross curricular links and teach children how to learn. | X | |
| <ul style="list-style-type: none"> Assess and record the progress of students' learning to inform next steps and monitor progress. | X | |
| <ul style="list-style-type: none"> Teach using an increasingly wide range of teaching strategies to meet differing learning needs and abilities. | X | |
| <ul style="list-style-type: none"> Successfully deploy a wide range of effective behaviour management strategies. | | X |
| Developing Literacy and Numeracy and High Ability Provision | | |
| <ul style="list-style-type: none"> Be committed to developing literacy, oracy, and numeracy skills across the subjects. | X | |
| Personal Attributes | | |
| <ul style="list-style-type: none"> Demonstrate resilience, the ability to work under pressure and meet deadlines. | X | |
| <ul style="list-style-type: none"> Ability to think strategically, creatively and to prioritise | X | |
| <ul style="list-style-type: none"> Excellent communication skills (including written, oral and presentation skills) | X | |
| <ul style="list-style-type: none"> Excellent interpersonal skills. | X | |
| <ul style="list-style-type: none"> A commitment to CORE Education Trust vision, values, aims and the objectives of its academies programme. | X | |