

Local Job Description – Art Instructor

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

Post title:	Art Instructor (0.6 FTE)
School:	The Key Education Centre
Grade:	Unqualified Teacher Pay Scale
Department:	Foundation Curriculum Team
Reports to:	Head of Foundation Curriculum

Employment Conditions
The post holder will be employed on School Teachers' Pay and Conditions and will be expected to carry out tasks within the range of teachers' duties set out in that document
Relationships
The teacher will be accountable to the Head of Foundation Curriculum and through them to the Assistant Head Teacher for Pedagogy, Progress and Curriculum
Job purpose
1) To be responsible for the planning and delivery of Art for all pupils 2) To provide effective and relevant interventions which will enrich the curriculum for pupils

Management of Teaching and Learning:

- To be responsible for the planning, delivery and quality assurance of Art / Creative Studies across the school.
- To deliver personalised interventions as directed, including cross-curricular if required
- To plan and deliver differentiated work to meet the needs of individuals and groups, promoting progression and quality of learning
- To use relevant strategies to ensure a purposeful learning environment
- To tailor the curriculum offer to meet the needs of a transient population
- To provide for the pastoral welfare of all pupils

Management of People:

- To work as a member of the team, attending meeting, planning collaboratively, sharing information, ideas and expertise across the school
- To consult and plan effectively with Learning Support Assistants as appropriate
- To work within a multi-agency dimension and liaise as directed with a range of agencies in order to meet the needs of pupils
- To work within an attachment focused and trauma informed community as detailed in the school vision

- To work alongside colleagues in mainstream schools and to take an active role in reintegration programmes as directed
- To communicate with parent(s)/carer(s) where appropriate to establish positive relationships

Evaluation and Quality:

- To follow school quality assurance calendar and processes
- To mark, monitor and assess pupils' work and use assessments to inform planning
- To set and monitor targets for pupil progress and to feed into individual education plans
- To maintain records on the progress of all pupils and to report into the data and performance monitoring process
- To make an active contribution to the School Improvement Plan (SIP) and Self Evaluation Form (SEF)

Management of financial and physical resources:

- To identify and purchase appropriate teaching resources within an allocated budget
- To ensure pupils' work is displayed in the classroom and other designated areas as directed
- To organise and maintain a stimulating work environment
- To supervise the care of materials, furniture, rooms and the safety of pupils.

Accountabilities

- To have accountability for meeting performance indicators in the curriculum area
- To deliver appropriate examination specifications or accreditations
- To write curriculum area development plans
- To produce reports as required

Notes

- Other tasks may be considered necessary by Senior Leaders in view of the changing priorities of the school
- Some tasks may be modified to reflect the School Improvement Plan
- All teachers are expected to undertake training as appropriate with the aim of increasing professional skills and expertise
- May require training in holding / approved restraint techniques for dealing with particular children

This job description can be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

PERSON SPECIFICATION – Unqualified Teacher/Instructor

ESSENTIAL	DESIRABLE
Pass in of GCSE Grade C/4 or equivalent in English and Maths	Experience of working with pupils with SEMH
Experience of working with young people	Awareness of or interest in emerging research around teaching and learning
Competent IT skills	An awareness of the needs of pupils with SEN and behaviour

Awareness of developments in education and the importance of their subject area in the curriculum	An understanding of working with pupils who demonstrate unproductive behaviours and who are emotionally dysregulated.
Creative problem solver	Experience of working in a school setting with pupils in appropriate Key Stage
Effective prioritising and workload management	Experience of curriculum design and lesson planning
Excellent oral and written communication skills	
Emotional intelligence and strong interpersonal skills	
The ability to communicate effectively with colleagues, parents and external partners.	