

Job Profile

Job title	Programme Leader – Art (and Photography)	School/Department	Crawshaw Academy
Salary grade	MPS – UPS & TLR 2b	Working hours	Term Time Only
Contract type	Permanent	Location	Pudsey, Leeds
Responsible to	SLT		

Role summary

We are looking to appoint a highly motivated and effective Teacher of Art to join a collaborative and committed team of subject specialists delivering Art courses across all year groups.

The successful candidate will have outstanding subject knowledge and be an expert in Art pedagogy. We are looking for someone with a work ethic that focuses on student outcomes and with a deep commitment to on-going formative assessment, who is eager to engage in appropriate CPD.

The Art department also delivers Photography at Key Stage 4 and the position will also lead and develop the curriculum in this area with subject staff.

We would warmly welcome applications from MPS and experienced teachers.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service

No smoking policy, including e-cigarettes.

Requirement to occasionally work outside of school hours and off school premises as required by the school.

Role specific responsibilities

- To be responsible and accountable for the quality of education within the curriculum area, leading and managing the team to achieve excellent progress and outcomes for students.
- Have a strong subject knowledge, proactive nature and commitment to demonstrating our school values with a focus on enhancing students' learning and experience.
- To drive a culture of reflective and continuous self-improvement amongst the curriculum team.

RK People responsibilities

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

Integrity: we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

Respect: we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Trust Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

People Profile

Experience	Essential	Desirable
Experience of more than one school/academy		✓
Successful experience of raising standards at middle management level.		✓
Successful experience of managing whole school/academy improvement in a secondary school/academy.		✓
Successful experience of monitoring teaching and learning		✓
Successful experience of leading, motivating and monitoring other members of staff	✓	
Successful experience of curriculum development		✓
Experience of managing students with challenging behaviour.		✓
Qualifications/ Training	Essential	Desirable
Degree level qualification and qualified teacher status	✓	
Recent leadership training.		✓
Knowledge	Essential	Desirable

Up-to-date knowledge of curriculum related issues 11-19	✓	
Detailed knowledge of pedagogical practice in relation to Teaching and Learning	✓	
Thorough understanding of best practice in raising student attainment	✓	
Thorough understanding of best practice in relation to assessment.	✓	
Aptitudes	Essential	Desirable
Skilled classroom practitioner	✓	
Highly effective communication skills	✓	
Capacity to evaluate and improve	✓	
Competent in ICT including knowledge & application of Management Info. Systems	✓	
High level of skill in dealing with issues relating to student behaviour	✓	
Ability to be able to forge and maintain educational partnerships	✓	
Ability to analyse performance data	✓	
Ability to contribute to wider school life.	✓	
Characteristics	Essential	Desirable
Passionate belief in the ability of every student to achieve	✓	
A clear educational vision and sense of direction	✓	
Good organisational skills and high levels of self-motivation	✓	
Energy, self-confidence and the ability to 'give more' when the occasion demands it	✓	
Ability to work under pressure and to meet deadlines	✓	
Good sense of humour & ability to maintain a sense of perspective in all working conditions	✓	
Record of good attendance and punctuality	✓	
A desire for further promotion.	✓	
Safeguarding and Promoting the Welfare of Children and Young People	Essential	Desirable
Has appropriate motivation to work with children and young people	✓	
Ability to maintain appropriate relationships and personal boundaries with children and young people	✓	
Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	✓	

Job Specification

1	Duty as a Main Scale Teacher
1.1	It is the duty as a teacher to maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State. In addition to the specific duties below as Programme Leader the post-holder will comply with the duties of a Main Scale Teacher (detailed in separate Job Description – available if required).
2	Additional Duties as Programme Leader
2.1	To be a role model to colleagues in terms of professionalism, hard work and highly effective teaching – aligning with the Trust Code of Conduct, The Academy Staff Handbook and the Academy Improvement Plan.
2.2	To set out, work towards and communicate effectively a vision of excellence for teaching and learning within the area, which involves continuously improving the quality of teaching and learning in the area – continuously developing schemes of work and improving methods using exam results to drive change
2.3	To effectively manage the team within the subject area's disposal, including teaching, non-teaching and support staff, taking responsibility for effective and supportive line management of the department.
2.4	To maintain sufficient written documentation to support the area effectively in terms of teaching strategies and procedures
2.5	To monitor and evaluate all aspects of the area's work, in accordance with the academy's monitoring and evaluation systems and incorporate the outcomes into the Department development plans
2.6	To support all members of the area in terms of student discipline, their personal classroom performance and individual professional development
2.7	To ensure that the Positive Achievement system is used consistently and effectively
2.8	To play a wider role within the academy as a middle leader in ensuring the Academy's policies and vision are implemented – In line with the Academy Improvement Plan
2.9	To communicate effectively with members of the area & all other relevant members of academy
2.10	To use the Performance Management cycle to enhance the professional development aspirations of colleagues and achieve targets for the programmes.
3	Specific Duties as Programme Leader – Art (and Photography)
3.1	Degree level qualification in Fine Art plus PGCE or equivalent
3.2	Ability to teach GCSE Fine Art.
3.3	Ability to teach GCSE Photography
4	Curricular/ Faculty Development
4.1	To contribute towards continuity and progression within the whole academy curriculum
4.2	To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on student progress
4.3	To develop strategies within the programmes managed for the students' spiritual, moral, social and cultural development, including citizenship
4.4	To use the programmes where appropriate to develop students' literacy, numeracy and competence in ICT
4.5	To assist in the monitoring and evaluation of teaching in the area; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team



4.6	To develop strategies and procedures (using national and academy and faculty guidelines) for teaching and learning for students with special educational needs including the most able
4.7	To work with the SENCO to ensure TLSPs are used effectively within the area by setting subject-specific targets and matching the provision to individual student needs
4.8	To be responsible for the management of all programmes of learning allocated to the area
4.9	To encourage staff to develop extra-curricular activities which may, or may not, be linked to the area.
5	Professional Development
5.1	To be responsible and proactive in your own development both academically and professional skills such as line management or coaching skills
5.1	To provide or organise in-service training for the area staff (teaching and non-teaching) as appropriate
5.2	To have responsibility for the monitoring, support and assessment of any trainee (ITT) and newly qualified teachers (ECTs) allocated to the area
5.3	To identify development opportunities for staff within the area – Using the performance management cycle or appropriate channels
5.4	To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff
5.5	To personally keep up to date with developments and new ideas related to the programmes of learning within the area.
6	Liaison/ Communication
6.1	To meet regularly and work with the Designated SLT Line manager for mutual professional support and to develop effective area management
6.2	To liaise with other postholders and governors as appropriate to ensure efficient running of the academy and prompt response to parents
6.3	To forge appropriate and mutually beneficial links with local and national organisations associated with the area and with local and national businesses.
7	Stock, Resources and Budget
7.1	To manage the physical resources of the area and ensure best value is achieved. This to include making all resources as accessible as possible for staff and students, including transferring educational resources to electronic form where appropriate
7.2	To maintain records of physical resources where appropriate, particularly the inventory
7.3	To manage the allocated budget without overspend and to review with the Faculty Leader the budget annually in accordance with Interserve Academy Trusts procedures and regulations.
8	Health and Safety
8.1	To maintain an up-to-date knowledge of all Health and Safety matters affecting the area, and to ensure all staff in the area have up-to-date knowledge of Health and Safety matters
8.2	To make sure that all staff in the area follow procedures in line with Faculty, Academy and LEA policies.