

Teacher/Instructor - Art

Job Description

JOB PURPOSE

- To plan and deliver an engaging, ambitious Art curriculum that meets the needs of pupils with SEND, enabling all learners to achieve and celebrate success.
- To promote creativity, self-expression and confidence through a broad range of art experiences (e.g., drawing, painting, printing, sculpture, textiles, mixed media and digital art).
- To ensure the Art offer reflects the aims and values of the Trust, including a strong commitment to inclusion, equality and pupil wellbeing.
- To provide high-quality learning opportunities and, where appropriate, outcomes and accreditation (e.g., Arts Award/Entry Level) that recognise progress across a range of abilities.
- To create a safe, inclusive and well-resourced studio/classroom environment that supports sensory needs, communication, independence and positive behaviour.

KEY RESPONSIBILITIES

- Responsible for attainment and progress in Art for all pupils taught, using appropriate baselining and small-step progression where required.
- Plan, prepare and deliver well-sequenced Art lessons that are creative, engaging and inspiring, ensuring clear intent, implementation and impact.
- Differentiate teaching and resources to meet a wide range of needs, including personalised EHCP outcomes, sensory profiles, communication needs and motor skills.
- Create and maintain a positive, caring, supportive and purposeful learning environment which is conducive to learning and promotes pride in pupils' work.
- Teach and model safe working practices, including the safe use of materials, tools and equipment; complete and review risk assessments for practical activities.
- Organise and manage individuals and groups effectively, using consistent routines and positive behaviour strategies to enable all pupils to participate.
- Assess and record progress in Art regularly, providing feedback that supports improvement and using outcomes to inform planning and next steps.
- Ensure the Art learning space is organised, accessible and well-resourced; maintain displays that are educational and celebratory of pupils' achievements.
- Manage and maintain Art resources, including stock control, ordering, preparation of materials, and ensuring equipment is stored and used safely.
- Work effectively with support staff, therapists and external professionals to remove barriers to learning and promote independence and communication.
- Communicate with parents/carers about pupils' progress, celebrating successes and contributing to reviews, targets and annual review processes as required.
- Contribute to whole-school improvement and quality assurance, including moderation of work, subject development and sharing effective practice.
- Support enrichment opportunities such as exhibitions, community projects, competitions, visits and visiting artists, widening pupils' cultural capital.
- Maintain up-to-date subject knowledge in Art and inclusive practice, and undertake other duties as directed by the Headteacher.

STRATEGIC RESPONSIBILITIES

- To take part in staff development by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working.
- To have an outward facing approach and be willing to network with other schools.
- To be reflective and to continually strive for self-improvement.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the School community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Trust/School's policies.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the School's Dress Code.

Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • A good honours degree or equivalent, ideally in Art/Art & Design (or a closely related discipline). • Qualified Teacher Status (QTS) or equivalent. • Evidence of recent and relevant training and development, including SEND and inclusive classroom practice. • Experience of planning and delivering Art/creative learning (drawing, painting, printmaking, sculpture, textiles and/or digital art) to meet a range of needs. 		<ul style="list-style-type: none"> • Record of continuous professional development in Art education and/or SEND. • Experience of Arts Award, accreditation or portfolio-based assessment.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Evidence of high expectations which inspire, motivate and challenge every pupil. • Strong subject knowledge in Art and the ability to teach a broad range of techniques (e.g., drawing, painting, printmaking, sculpture, textiles, mixed media and/or digital art) in a safe and accessible way. • Ability to plan and deliver a well-sequenced Art curriculum that builds skills over time and enables pupils to make good progress. • In-depth knowledge and understanding of SEND, including strategies for adapting practical activities for sensory needs, communication needs and fine/gross motor development. • Knowledge and experience of safeguarding and child protection procedures. • Ability to assess progress in Art (including small steps where appropriate), provide feedback, and use assessment to inform planning. • Ability to teach and model safe working practices, including the safe use and storage of materials, tools and equipment; confident completing risk assessments for practical work. 		<ul style="list-style-type: none"> • Experience of teaching Art within a special school setting and/or across a wide range of key stages. • Experience of delivering Arts Award (Discover/Explore/ Bronze) or other creative accreditation/qualifications. • Experience of running clubs, enrichment, exhibitions, community arts projects or working with visiting artists/partners. • Experience of supporting pupils with complex needs (e.g., ASD, SLD/PMLD, SEMH) within practical lessons.

- Strong behaviour management and the ability to establish calm routines that maximise learning time and participation in practical lessons.
- Effective use of ICT/technology to support teaching and learning, including digital creativity where appropriate.
- Excellent interpersonal and communication skills; ability to work effectively with support staff, parents/carers and external professionals.
- Commitment to inclusion, equality and diversity, ensuring all pupils can access and succeed in Art.
- Ability to organise and maintain a safe, stimulating and well-resourced Art learning environment, including resource management and high-quality displays.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- A passion for outstanding teaching coupled with the ability to lead and motivate students.
- Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.
- Knowledge and understanding of the varying needs and abilities of students with SEND.
- A passion and commitment to providing a holistic approach to student development.
- Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students.
- Evidence of achieving a safe, secure and healthy school environment.
- Willingness to be involved in the wider life of the school community.
- Demonstrate the importance of a work life balance.