

# Wood Green School



## Candidate Information Pack

Teacher of Art and Design Technology

## Details of the Post

<b>Job Title:</b>	Teacher of Art and Design Technology
<b>Start date:</b>	Sept 2023
<b>Status of post:</b>	Permanent
<b>Closing date for application:</b>	22nd March 2023 noon
<b>Interview Date:</b>	24 <sup>th</sup> March 2023

### **WELCOME - *Headteacher***

Dear Prospective Candidate,

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. We have a clear vision of a Wood Green student, and we are developing our Baccalaureate that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust consists of seven schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School and Matthew Arnold School.

All seven schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to the university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEV Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Thank you again for your interest in this post and I hope to receive your application in the near future.

Yours sincerely



**Rob Shadbolt**  
Headteacher

## **Our School Philosophy**

# ***“Head, Hands and Heart”***



Our School Philosophy can best be summarised by the phrase ‘Head, Hands and Heart.’ Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves.

## **Mission, Vision and Values**

### **Mission Statement**

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

### **Our Vision Statements:**

Wood Green students

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

## **Our Values**

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

**L**EARNING **E**FFORT **A**SPIRATION **R**ESPECT **N**URTURE **W**ELLBEING

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## **Art & Design department information**

The Department of Art and Design comprises Fine Art, Graphic Communication and Textile Design across five classrooms with the assistance of a specialist technician.

We are seeking to appoint an enthusiastic and talented teacher of Art & Design who is able to teach Fine Art and Graphic Communication at all key stages. The experience of teaching Textile Design and Design and Technology to at least KS3 is preferred. The post is equally suitable for an NQT as well as an experienced teacher.

### **Staffing**

The Department comprises of a team of specialist teachers of Fine Art, Graphic Communication and Textiles. Each teacher has their own classroom with a computer, projector and sound system. Additional computer rooms can be booked and there is a specialist ICT room shared with the Design and Technology department.

### **Ethos**

The Department is committed to developing effective learners who are capable of thinking creatively and independently as well as being able to reflect on their own practice. We place a significant emphasis on assessment for learning across the curriculum, setting personal targets for individuals to enable them to make progress and aspire to the best outcomes possible.

Students are taught skills to enable them to explore concepts creatively and practically and all work is underpinned with critical analysis of the work of other artists, designers and crafts people. Drawing skills are also a fundamental part of the curriculum at all key stages and our wide range of specialist equipment allows students to record ideas using a variety of techniques.

### **Curriculum Key Stage 3**

Students experience the Creative Arts on a carousel basis which provides a term each of Fine Art, Graphic Communication and Textile Design. Years 7 and 8 have three, one-hour lessons per fortnight, which increases to four, one-hour lessons in Year 9. The focus in Years 7-9 is on preparing students for the Key Stage 4 curriculum. Students experience the creative process and are directed in the production of outcomes across the three disciplines.

### **Key Stage 4**

We currently offer Edexcel GCSE Art and Design endorsements in Fine Art, Graphic Communication and Textile Design. Students are allocated six one-hour lessons per fortnight and are based in specialist classrooms.

### **Key Stage 5**

Art students follow the Edexcel Fine Art Endorsement at A Level and are allocated four hours of lessons each week.

### **Department development**

We have recently focused on extensive curriculum development to create cohesion across our endorsements and embedded cognition and metacognition principles into our schemes of work to promote independent learning and creativity both in lessons and outside the curriculum. This year, we have reintroduced external visits to the KS4 curriculum and all endorsements offer a one-day workshop with a local artist to develop a range of experimental techniques. We hope to extend

these opportunities to other key stages in the future and explore exhibition opportunities both within school and in the wider community.

## Design & Technology department information

Design and Technology aims to introduce students to a range of materials, techniques and design processes in both 2D and 3D.

### Curriculum Key Stage 3

Students learn about traditional and modern materials and manufacturing through guided projects. These lead students through the knowledge and understanding that they require to become competent makers. Students undertake projects using wood, polymers, metals and electronics, developing and testing their skills.

### Key Stage 4

Students cover Computer Aided Design and Manufacture (CAD/CAM), use of machines, as well as traditional manufacturing skills. Students cover a range of processes that are used to shape and form materials into functioning products. Over the two years, a whole range of creative, designing and making skills, technical knowledge, problem solving, and time management are developed to enable students to design useful products.

### Key Stage 5

Design Technology Product Design (AQA) is available for students in the sixth form.

Students across both departments (particularly in KS4 and 5) are encouraged to use the classrooms, workshop facilities and specialist equipment after school and at lunchtimes by arrangement.

### GCSE Results 2022 - Fine Art - compared to FFT50

		Result Grade											Below Comparison			Same As Comparison		Above Comparison	
	#	%	Other	U	1	2	3	4	5	6	7	8	9	#	%	#	%	#	%
Comparison Grade	Other													0	0	0	0.00%	0	0.00%
	U													0	0	0	0.00%	0	0.00%
	1													0	0	0	0.00%	0	0.00%
	2													0	0	0	0.00%	0	0.00%
	3													1	0	1	100.00%	0	0.00%
	4													2	0	2	100.00%	0	0.00%
	5													7	3	2	28.57%	2	28.57%
	6													6	4	2	33.33%	0	0.00%
	7													2	2	0	0.00%	0	0.00%
	8													0	0	0	0.00%	0	0.00%
	9													0	0	0	0.00%	0	0.00%
#			0	0	0	0	3	5	6	4	0	0	0	18	9	7	38.89%	2	11.11%

Less Than Comparison
Same As Comparison
Above Comparison

## GCSE Results 2022 – Graphic Communications - compared to FFT50

Comparison Grade				Result Grade											Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%
	Other							1							0	0	0.00%	0	0.00%	0	0.00%
	U														0	0	0.00%	0	0.00%	0	0.00%
	1														0	0	0.00%	0	0.00%	0	0.00%
	2														0	0	0.00%	0	0.00%	0	0.00%
	3								1						1	0	0.00%	0	0.00%	1	100.00%
	4						1	2	2			1			6	3	50.00%	2	33.33%	1	16.67%
	5			1					1	1			2		4	1	25.00%	1	25.00%	2	50.00%
	6									1		1			2	1	50.00%	0	0.00%	1	50.00%
7												1		0	0	0.00%	0	0.00%	0	0.00%	
8													1	0	0	0.00%	0	0.00%	0	0.00%	
9														0	0	0.00%	0	0.00%	0	0.00%	
#				0	0	0	1	2	4	2	0	2	2	0	13	5	38.46%	3	23.08%	5	38.46%
<div><div></div> Less Than Comparison<div></div> Same As Comparison<div></div> Above Comparison</div>																					

GCSE Results 2022 - Textiles - compared to FFT50 – No textiles GCSEs were taken in 2022.

## GCSE Results 2022 – Product Design - compared to FFT50

Comparison Grade				Result Grade													Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%		
	Other														0	0	0.00%	0	0.00%	0	0.00%		
	U														0	0	0.00%	0	0.00%	0	0.00%		
	1														0	0	0.00%	0	0.00%	0	0.00%		
	2														0	0	0.00%	0	0.00%	0	0.00%		
	3			3				4	5	1	1				11	4	36.36%	5	45.45%	2	18.18%		
	4				1	1	2			1	1				6	4	66.67%	0	0.00%	2	33.33%		
	5					1									1	1	100.00%	0	0.00%	0	0.00%		
	6								1	1		1			3	2	66.67%	1	33.33%	0	0.00%		
7					1							1		1	1	100.00%	0	0.00%	0	0.00%			
8													1	0	0	0.00%	0	0.00%	0	0.00%			
9														0	0	0.00%	0	0.00%	0	0.00%			
#				0	1	3	6	6	2	2	2	0	0	0	22	12	54.55%	6	27.27%	4	18.18%		
<div><div></div> Less Than Comparison<div></div> Same As Comparison<div></div> Above Comparison</div>																							

## Job Description

<b>Job Title</b>	<b>Teacher of Art and Design Technology</b>
<b>Job Description</b>	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
<b>Review Date of Job Description</b>	March 2023
<b>Establishment</b>	Wood Green School, Woodstock Road, Witney, OX28 1DX
<b>Responsible to:</b>	Head of Art & Design
<b>Responsible for:</b>	Teaching and supporting all designated classes in the Art & Design department and the Design & Technology department
<b>Purpose of Post</b>	<ul style="list-style-type: none"> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate</li> <li>To monitor and support the overall progress and development of students as a Teacher/Form Tutor</li> <li>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>To contribute to raising standards of student attainment</li> <li>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>To undertake a designated programme of teaching across all key stages</li> <li>Teach consistently high-quality lessons</li> <li>Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5</li> <li>Be a role model for students, inspiring them to be actively interested in the subject</li> <li>To maintain appropriate records and to provide relevant accurate and up to-date information</li> <li>To complete the relevant documentation to assist in the tracking of students</li> <li>Set expectations for staff and students in relation to standards of achievement and the quality of learning &amp; teaching</li> <li>Prioritise and manage time effectively, ensuring continued professional development in line with the role</li> <li>To follow the school policies and procedures</li> <li>To ensure the effective/efficient deployment of classroom support</li> <li>To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework</li> <li>Follow schemes of work for the subject at all Key stages</li> <li>Promote aspects of Personal Development related to the subject</li> <li>Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote the subject learning through out of hour's activities</li> <li>• Ensuring a high-quality learning environment throughout the subject area.</li> </ul>
<b>Assessment, Feedback and Tracking</b>	<ul style="list-style-type: none"> <li>• To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy</li> <li>• To follow department monitoring and tracking systems relating to students' attainment, progress and achievement</li> <li>• Mark, grade and give written/verbal and diagnostic feedback as required</li> <li>• Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures</li> <li>• Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required</li> <li>• Complete the relevant documentation to assist in the tracking of students</li> <li>• To follow department policy regarding department tracking of student progress and use information to inform learning and teaching</li> <li>• Follow setting and co-ordinating assessment arrangements in the subject at all Key Stages, and in all areas as required by school policies, including standardising those assessments.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods</li> <li>• To engage actively in the Performance Management process</li> <li>• Participate in whole school CPD programmes</li> <li>• To take part in the staff development programme by participating in arrangements for further training and professional development.</li> </ul>
<b>Student Support and Progress</b>	<ul style="list-style-type: none"> <li>• To be a Form Tutor to an assigned group of students</li> <li>• To promote the general progress and well-being of individual students and the Tutor Group as a whole</li> <li>• To liaise with the relevant pastoral leaders to ensure the progress of students</li> <li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> <li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required</li> <li>• To lead the National Baccalaureate within the tutor group</li> <li>• To contribute to the preparation of Action Plans and other reports as required</li> <li>• To alert the appropriate staff to problems experienced by students</li> <li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.</li> <li>• To contribute to PSHE and citizenship and enterprise according to school policy</li> <li>• To apply the Behaviour for Learning policy so that effective learning can take place</li> <li>• Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.</li> </ul>
<b>Safeguarding</b>	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>

## Person Specification

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CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"><li>➤ Qualified teacher status</li><li>➤ Successful teaching experience</li><li>➤ Evidence of professional development relevant to this role</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>➤ Good classroom practice, constantly showing a positive and resilient approach to students and staff</li><li>➤ Excellent communication and organisational skills</li><li>➤ Knowledge of effective teaching and learning strategies</li><li>➤ A good understanding of how children learn</li><li>➤ Ability to adapt teaching to meet students' needs</li><li>➤ Ability to build effective working relationships with students</li><li>➤ Knowledge of guidance and requirements around safeguarding children</li><li>➤ Knowledge of effective behaviour management strategies</li><li>➤ Effective communication and interpersonal skills</li><li>➤ Ability to build effective working relationships with staff and other stakeholders</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>➤ High expectations for all students and belief in bringing out the best in all</li><li>➤ Commitment to upholding and promoting the ethos and values of the school</li><li>➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li><li>➤ Ability to work under pressure and prioritise effectively</li><li>➤ Commitment to maintaining confidentiality at all times</li><li>➤ Commitment to equality</li></ul>

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.



Wood Green School  
Woodstock Road  
Witney  
OX28 1DX

01993 702355 [vacancies@wgswitney.org.uk](mailto:vacancies@wgswitney.org.uk) [www.wgswitney.org.uk](http://www.wgswitney.org.uk)