



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

TEACHER OF ART DESIGN TECHNOLOGY 0.6



LEARN THINK CONTRIBUTE CARE



LFC ACADEMY
EDUCATION
CENTRE
LFC WOMEN



Artemark
Platinum Award
Awarded by Art
Council, Eng and



WELCOME FROM THE PRINCIPAL



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Principal

0.6 TEACHER OF ART DESIGN TECHNOLOGY

Role Overview

DIRECTLY RESPONSIBLE TO:
Head of Faculty ADT

Are you passionate about the Arts and have the ability to deliver high quality lessons and achieve excellent results? Then come and join a high performing and forward thinking Art & Design Technology team at Rainhill High School, including Rainhill Sixth.

COMMENCING:
January 2025
Fixed term until 31st August 2025

Rainhill High was graded as 'Good' by Ofsted in February 2023.

CLOSING DATE:
9am
Wednesday 4th December 2024

We are seeking to appoint an outstanding, dynamic and creative Art and Design Technology teacher for January 2025, with excellent interpersonal skills, who has a thirst for knowledge and can inspire young people to develop and creatively explore their ideas, skills and confidence in a range of creative and technical disciplines and can teach practical design technology and related techniques to KS3 and KS4 students.

INTERVIEW DATE:
Monday 9th December 2024

This post is offered on a part time 0.6 fixed term contract until 31st August 2025 subject to curriculum needs.

Prospective candidates can visit the school by prior appointment by calling 01744 677205

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in visual and creative arts.

We welcome applications from both experienced and early career teachers.

Please return application forms to
jobs@rainhillhigh.org.uk

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the school.

If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



Post	Teacher of Art DT
Grade	STPCD MPR UPR
Responsible to	Head of Faculty: Art, Design, Technology

Set high expectations which inspire, motivate and challenge pupils;

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION



RAINHILL
HIGH SCHOOL

Criteria	E/D	A/I
Experience Pupil Progress		
Familiarity with the GCSE Art specification	E	A/I
Familiarity with A level specification for Art	D	A/I
Track record of expertise and raising achievement and securing improvement	D	A/I
Experience of teaching Design Technology	D	A/I
Portfolio of Work that clearly shows pupil progression leading to 'Outstanding' pupil outcomes.	D	A/I
To be able to articulate a vision for learning	D	A/I/P
Qualifications Skills and Abilities		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Strong subject knowledge	E	A
A strong interest in current developments in Art	E	A
Experience of teaching across the ability spectrum	E	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Reliable, punctual, diligent, and well organised	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Can set, maintain and actively promote high standards of student behaviour	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
Quality of Teaching		
Ability and experience of teaching Art at KS3 and GCSE	E	A/I
Ability and experience of teaching Art at KS5	D	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of "Outstanding" practice	D	A/I
Experience of planning and delivering interventions for pupils	E	I
Knowledge of the barriers to learning that pupils may face	E	A/I
Tailoring plans and interventions to individual pupils	E	I
National Standards		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across Art and Design subjects	E	A/I
Ethos and Extra Curricular and Curriculum enrichment		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
Commitment to Equal Opportunities		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role A = Assessed via the application form P = Presentation D = Desirable requirement of the role
I = Assessed at Interview T = Task

ART DESIGN TECHNOLOGY FACULTY

Faculty Overview

The Art and Design Technology Faculty include the subjects:

- Art, which comprises of Fine Art, Art Textiles, Photography and Graphic Design.
- Design Technology includes Product design, Construction and Food Technology.

We have a team of teachers and technicians who are dedicated to producing excellent work with our students in a calm focused environment. The curriculum promotes an educational culture which is creative, technological and vocational within the community framework of the school. In addition, this Faculty encourages the excellent artistic, technological and academic skills needed for our modern society.

Aims

The aims of the Art & Design Technology Faculty support the general aims of the school and strive to:

- Stimulate students' curiosity, interest and enjoyment with the visual and design environment.
- Enable students to be familiar with a body of art and design knowledge by producing their own work and responding to the work of others to produce dynamic and original responses.
- Allow pupils the opportunity to experience and explore art through a wide range of creative and experimental techniques, activities and materials
- Enable students to perceive art/design as a major cultural feature, developing awareness in students of the implications and significance of art/design both past and present.
- Employ teaching methods which allow equal opportunities to all students irrespective of gender, ethnic origin or academic ability.
- To enable students to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- To be aware of the significant importance of Art and Design Technology within the wider community and commercial sectors.

Staffing

Anthony Bennett	Head Art & Design Technology Faculty & Head of Art. Photography, Graphics, CDT.
Sharon Bolland	Head of Food
Laura Goodwin	Second in Art
Ruth Burrows	Art & Art Textiles
Peter Quirke	Art & Art Graphics
Vacancy	Art & DT (0.6)
Adam Morgan	Art & Photography (Maternity cover)
Charlotte Fahey	Art Textiles
Victoria Carlin	Art, DT and Art Graphics teacher
Jessica Joynson	Food Technology Teacher
Lauren Jameson	ADT Technician
Andrew Mortimer	DT Food Technician

FACILITIES

Housed in its own block, Visual Art upstairs and Design Technology on the ground floor.

ART

The Art Department is a strength of the school, offering pupils excellent provisions in both visual and cultural arts. The department has a large GCSE cohort, offering 4 separate endorsements for pupils to choose as an option at the end of Year 9. Visual Arts as an option is a popular subject within the school delivering consistently good results year on year.

Results in the Sixth Form are good with a strong track record of students' destinations to include some of the most prestigious Universities in the country.

The department consists of 6 art rooms. Three of the rooms have a full suite of PC's. (Software including Adobe Photoshop and Illustrator). Photography and Graphics are delivered from these areas. Photography resources include a variety of cameras available for all pupils ranging from simple point and shoot cameras up to highly advanced DSLR'S.

DESIGN TECHNOLOGY

The department has 3 dedicated rooms that deliver a subject suite at Key Stage 3 and 4. DT classrooms offer interactive white boards, and we have both 3D printing and Laser cutting machines. Workshops offer all types of hard material manipulation, fully resourced with equipment, such as pillar drills, band saw and laser cutter.

Outside, a construction area offers practical solutions for today's budding construction workers with bricklaying, joinery, painting, decorating and tiling on offer through the courses. The construction yard boasts plenty of room to undertake any practical exercise, which is undercover, protected by a large modern cantilever canopy. There are 2 food technology rooms that offer the best possible working environment for food production.

CURRICULUM

Art

The Art department is a successful, passionate and thriving environment. The Visual Art department delivers an innovative curriculum relevant to contemporary influences and references. Outcomes produced by students are diverse and this is echoed in the skills from the teachers who lead individual subject areas. The work of the department is underpinned by structured planning and robust assessment procedures with clear policy statements. Pupils in years 7,8 & 9 are allocated 1 hour of Art per week. This number increased to 5 hours per fortnight at KS4.

KS4 Art Options students can select one of the following GCSE courses to study in Yr10: Art Textiles, Graphics, Fine Art & Photography.

Design Technology

The DT department allows pupils to explore a wide range of technology-based subjects. Currently in KS3, all pupils are timetabled 3 hours per fortnight and get the opportunity to explore Catering, Design Technology, and Textiles. This system allows pupils to experience, in-depth, the various disciplines on offer in a focused and sustained environment.

At KS4 students can select one of the following courses:

- Food Preparation and Nutrition – EDUCAS
- Construction and the built environment – EDUCAS
- Product Design – AQA

KS4 courses are delivered in 5 hours across a two-week timetable.

Key Stage 4 Examination Results 2023.

2023 - 24 VISUAL ARTS Overall - 9-7 = 21% / 9-5 = 58% / 9-4 = 72%

2023- 24 FACULTY OVERALL 9-7 = 18% / 9-5 = 53% / 9-4 = 66%

Key Stage 5

At Key Stage 5 we offer both a mixture of A-level and BTEC courses, to help meet the needs of our students. Every student who has applied for their first-choice university in the past 11 years has secured their place with no exception within Visual Arts.

KS5 Art students can select from the following courses:

Art Graphics (A Level)	- 2019-22 Avg Grade = B-
Fine Art (A Level)	- 2019-22 Avg Grade = B
Fine Art Textiles (A Level)	- 2019-22 Avg Grade = B
Photography (A-Level)	- 2019-22 Avg Grade = C+

Being part of the school's Arts Academy allows our visual art students lots of opportunities to enhance their UCAS applications.

Extra-Curricular Activities

Children benefit from a wide range of enrichment activities offered by the faculty including working with artists in residence, Trips to NYC, gallery visits, coursework clubs, gallery exhibitions, fashion shows, visits to construction sites, annual Art evenings and catering events to name a few.

Anthony Bennett

Head of Art Design Technology Faculty

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

RAINHILL HIGH SCHOOL
www.rainhillhighschool.org.uk

RainhillSixth
www.rainhillsixth.org.uk

FOWLER ACADEMY
www.fowleracademy9.com

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