



Principal: **Richard Scott**

Corporation Road, Wisbech, Cambs PE13 2SE. t 01945 585237, f 01945 474226, e HR@thomasclarksonacademy.org

Thomas Clarkson Academy

JOB DESCRIPTION

Job Details

Post Title

Teacher of Art

Responsible to

Head of Expressive Arts

Purpose of job

PURPOSE OF THE JOB:

Our staff are the most valuable resource in the Academy. In large part it is classroom teachers who will define its culture of high expectations through their practice. Students' attitudes to learning have a decisive bearing on their attainment and progress and such attitudes are strongly influenced by what happens in the classroom. High quality teaching must be at the heart of Thomas Clarkson Academy's operation.

Teachers at Thomas Clarkson Academy will be responsible for:

- the academic outcomes of students they teach
- developing practice that supports the institutional ethos, values and expectations of the Academy
- equipping students with the skills and attitudes necessary to make them effective learners
- encouraging an understanding that learning is the result of building effective partnerships with teachers and with others in line with the ethos of the Academy
- enabling students to cultivate self knowledge essential for them to develop capacity for personal study
- providing relevant and purposeful learning opportunities within a dynamic and enterprising context
- providing an individual emphasis upon learning by planning and delivering appropriately differentiated lessons in line with the Academy's whole school differentiated curriculum model
- being a Personal Tutor for a tutor group.

Teachers at Thomas Clarkson Academy will ensure

- lessons are planned and delivered in accordance with the practice and expectations in relevant Academy policies such as the teaching and learning policy, curriculum policy, assessment policy, marking policy and homework policy amongst others
- all learning areas and resources are prepared in advance
- that, working within the flexibility afforded by the faculty model, all lessons must have a punctual start, including following a meal break, and proceed to a structured and orderly conclusion allowing time for the teaching area to be prepared for the next group
- litter, spent resources and general untidiness are eliminated before the lesson ends
- all lessons have a clear and purposeful approach which should be conveyed to students for example by using student names effectively and by calling a class to order when necessary
- all lessons are carefully planned and differentiated in a way which ensures the Academy curriculum framework is followed and are clearly related to the programme of study
- objectives for individual lessons are made clear to students, as is how the tasks of the lesson will realise those objectives
- recapping from previous lessons takes place, where appropriate, in order for students to appreciate that lessons are part of a planned and progressive sequence.

The Conduct of Lessons at Thomas Clarkson Academy

- Teachers will be required to prepare lessons using the Thomas Clarkson Academy lesson plan and to adopt the standard operating procedures set out in the Academy's teaching and learning Policy
- Student/teacher relationships should always promote effective learning. Teachers should foster a relationship with students based on mutual respect. They should inspire confidence in students and be seen as managers of learning whilst encouraging a growing independence.
- Teachers should expect students to arrive ready and equipped to learn; toilet, drinks and locker breaks should be kept to a minimum.
- Students working in study areas or other rooms should be given clear task objectives and a reasonable time for completion. They should expect to be monitored during their period out of the classroom.
- All students should be effectively managed to enable them to learn from the teacher and from one another. When being addressed as a class there should be silence and whole class questioning should use 'hands up' or another structured approach in line with the Academy's teaching and learning policies.
- All lessons must be well paced. A clear distinction should be made between class work and homework.
- Lessons should engage all students in appropriate and varied activities and a reasonable completion time for tasks should be set for individuals. Activities are to be related to the lesson objectives and the Academy's differentiated curriculum framework.

Management of Resources

- Students should be required by the teacher to respect the learning equipment; exercise books and folders should be kept graffiti free.
- Teachers must take responsibility for all departmental resources including those issued to students. Care should be taken to ensure that items of equipment and books made available to students are always returned and accounted for. Accurate records must be kept of resources on loan and the condition of textbooks etc should be monitored. When resources are damaged or lost, faculty procedures should include processes for recovering these losses. Faculties will have a documented and workable system in place for controlling expenditure on stock and teachers must use the system.

Monitoring Learning

- All students should be treated as individuals and work set should be tailored to meet their needs.
- All teachers must regularly mark and assess students' work. Formal marking should not be less than every half term with a summative assessment every half term. Meaningful and consistent marking should inform the regular assessment of students' work.
- We operate an 'open door' policy in lessons and learning walks are frequently undertaken
- Assessment should encompass oral and written assessments, reports and references relating to individual students and groups of students.
- Regular assessment should inform further teaching and aid the successful differentiation of classroom activities.
- All teachers should regularly review the effectiveness of their teaching by evaluation the outcomes. They should regularly refer to existing records of student achievement in order to assess progress. Students should be regularly informed of their progress.
- Teachers should expect the progress of students in their classes to be reviewed regularly as part of the Academy's quality assurance and performance management procedures.

Public Examinations

- Teachers should participate in arrangements for preparing students for public examinations, and assessing their progress accurately for the purposes of such examinations and recording and reporting such assessments.

Discipline, health and safety

- All staff share an obligation to maintain good order and discipline among the students and safeguard their health and



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safety both when they are authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere.

Communication

- Both as a teacher and a Personal Tutor to communicate and consult with the parents of students, or others who have a legitimate interest in the students in your classes.
- To check email at least twice daily and respond to work-related matters within the same working day wherever possible.
- To communicate and co-operate with persons or bodies outside the Academy; and participate in meetings arranged for any of the purposes described above.

Management and Administration

- To co-ordinate or manage the work of other staff including cover staff and learning support assistants
- To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the Academy.
- To attend assemblies and conduct tutor times on a daily basis in accordance with the ethos and values of the Academy.
- To take such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy;

General Professional Duties

- To carry out particular duties as may reasonably be assigned to you by the Principal.
- To contribute to the overall life and work of the Academy.

Collegiate Responsibility

In addition to the specific responsibilities of this post, every member of staff at Thomas Clarkson Academy will commit to:

- providing a courteous and efficient service to students at all times
- using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- working to maintain the Academy at the forefront of educational practice
- fostering and sustaining a culture of enterprise and creativity in all aspects of the Academy's operation

Training and Development

Teachers will be supported in their individual professional development through the performance management process, by attendance at whole Academy training days and through the Brooke Weston Trust Teaching School.

Other duties:

Undertake any other duties as deemed appropriate by the Principal.

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- ✓ *Using their influence with other staff and students to promote high standards of behaviour and order within the Academy.*

- ✓ *Working to maintain the Academy at the forefront of educational practice.*
- ✓ *Fostering and sustaining a culture of independence and creativity in all aspects of the Academy's operation.*

Performance Management

All staff will participate in Thomas Clarkson Academy's Performance Management review scheme as outlined in the Academy's pay and CPD policies.

Role Review

This job description sets out the main duties of this post at the time of drafting. It cannot be read as an exhaustive list. It may be altered at any time in consultation with the post holder subject to the Principal's approval.

Care and respect for others are the values that lie at the heart of our Trust. The Trust is an Equal Opportunities employer and is committed to safeguarding and promoting the welfare of young people. It expects all staff to share this commitment. All posts working with children and young people will be subject to an enhanced disclosures barring service check.