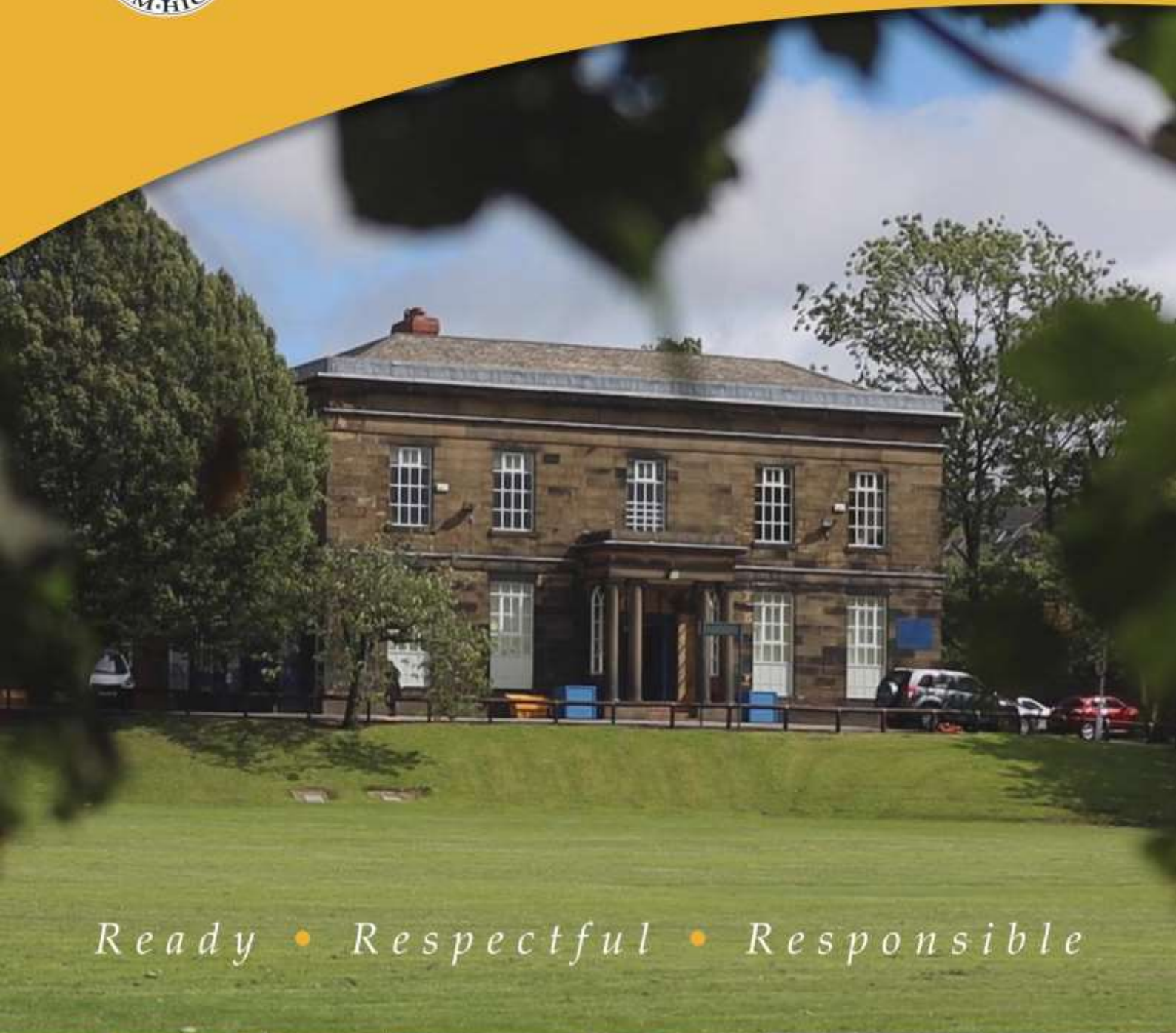




West Hill School

Aiming High Since 1927



Ready • Respectful • Responsible





Teacher of Art (Maternity Cover) Required for September 2024

***Would you like to teach in a school that has a strong ethos of respect,
responsibility and readiness to learn?***

Where students have a thirst for knowledge and a love of challenge?

The West Hill Art Department is committed to the school ethos of "Aiming High." The team is well established and stable. We share a strong commitment to securing progress and raising student aspirations, through forward thinking and innovative teaching.

We are seeking to appoint a committed and talented teacher of Art.

The successful applicant will have experience of teaching across the full range of age and ability of students and will have the necessary skills and passion to contribute to the continued success of the department.

The candidate will be an outstanding classroom practitioner, with the drive and capacity to thrive in this role. In return, we can offer you:

- A welcoming and collaborative staff;
- A comprehensive induction programme;
- Fully supported ECT programme;
- On-going investment into your career development through appropriate CPD;
- Smart working practices to help support work-life balance.

Applications are most welcome from both experienced teachers and ECT's.

To find out more about us please visit the school website www.westhillschool.co.uk Informal visits beforehand are welcome and should be arranged by contacting the School's Reception Office on 0161-338-2193 or e-mail: recruitment@westhillschool.co.uk.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. Shortlisted candidates may be subject to online searches as part of pre recruitment checks.

[Closing Date for applications: Monday 15th April 2024 at 12.00 noon](#)

[Interviews to be held week beginning 15th April 2024](#)



Department information

At West Hill, art is a strong subject, taught in a well-established and flourishing department. We have high expectations of the boys at all levels and have a very well-structured course of study. There are two large, well equipped and dedicated art rooms, plus two full-time art staff who work in an independent way – not as part of a wider ‘arts’ or technology area.

Students are taught one hour of Art per week at KS3 and three hours per week at KS4. Our Key Stage 3 curriculum develops basic key skills, encouraging creativity and building confidence. Critical thinking is valued highly within the department; therefore, art history and cultural links are embedded within projects at all levels.

In Key Stage 4 we encourage our students to develop independent learning skills which are needed in order to achieve a successful GCSE outcome and to equip them for life outside school.

All students have individual work folders and sketchbooks which are kept securely in clearly organised storage drawers and units. Work by students is extensively displayed in the art rooms, as well as in different areas around the school. We like to share the success of our students; displaying work from all year groups around the school and curating an end of GCSE exhibition within the department. Work is also available to a wider audience through our social media presence and the school website.

The department has developed a strong co-curricular offering with Art Club, KS4 drop-ins and Yr9 Arts Award all taking place in recent years.

High standards of student discipline are insisted upon and we strongly feel that all boys deserve to work in a pleasant, orderly, safe and clean environment. Students are encouraged to respect the creative endeavours of their peers.

The course of study which is both well-established and successful - whilst allowing for flexibility, places great emphasis on drawing in various forms. A full range of 2D media, techniques and materials are explored: pencil & crayon, pens, paints, pastels, chalks, collage, printmaking, and mixed media are explored in depth. 3D work is explored at Key Stage 3 – usually with clay work.

The department places great emphasis on art history, art styles and general contextual studies. Every project at both stages has an inbuilt contextual element. The projects are designed to foster both technical and appreciative development. The department possesses a large library of art books and various resources which are freely used by students as well as giving access to online resources through the department computers.

The department’s exam results have been consistently high for many years. We currently offer AQA Fine Art GCSE for Key Stage 4 students. This is a sufficiently wide-ranging exam which allows for personal and creative ideas to be explored in depth. Examples of current and past work are displayed around the school.

Many of our students go on to local colleges and 6th form provision to study art in various forms and at various levels. Ex-students have had great success in fields such as: architecture, design and graphics, photography, art education, and in general terms many continue to produce their own personal art work after they leave.



A message from the Headteacher

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

Why West Hill? As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this.

Kind regards,

Claire Cronin
Headteacher





Our mission

West Hill School aims to develop confident and ambitious young men, equipped with the skills and qualifications to thrive in a changing world.

Our vision

Every boy will be an independent, committed and engaged learner.

Every boy will embody the characteristics of the West Hill Boy and uphold our values of Respect, Responsibility and Readiness for Learning.

Every boy will participate in a range of extra-curricular activities.

Every barrier to accessing the full curriculum will be removed for all boys.

Every boy who leaves West Hill will make an informed and ambitious transition to the next stage of his learning.

Every member of staff will engage in professional development opportunities to be the best practitioner they can.

Every stakeholder will feel valued and connected to our community.

Every stakeholder will benefit from a continual focus on improving facilities for all.



Job Description

Teacher of Art (Maternity Cover)

Purpose:	<p>Under the reasonable direction of the Head teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/ Form Tutor</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student achievement.</p>
Responsible to:	The Headteacher / SLT Link/ Head of Department
Responsible for:	No line management responsibility

Teaching

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all students.
- Ensure a high-quality learning experience for students which meets internal and external quality standards.
- Prepare and update subject materials.
- Manage behaviour effectively to ensure a good and safe learning environment.

Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.

Staffing



- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in line with school protocols.
- Work as a member of a designated team and contribute positively to effective working practices.

Quality Assurance

- Help to implement school quality assurance procedures and adhere to these.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Take part, as may be required, in the review, development and management of activities relating to whole school improvement.

Assessment

- Make accurate and productive use of assessment.
- Follow the School's Feedback and Marking policy.
- Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.
- Complete the relevant documentation to assist in the tracking of student progress.
- Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and students.
- Undertake assessment of students as requested by external examination bodies.

Pastoral System

- Undertake the responsibilities of a Form Tutor.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Communicate, as appropriate with the parents of students.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example. This may include contributing to co-curricular provision.
- Contribute to the wellbeing and safety of all staff and students.
- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar, with and follow all school policies.
- An expectation that all Teachers' Standards are met.



Person Specification

Post: Main Scale Teacher			
	Essential	Desirable	Method of Assessment
Qualifications			
<ul style="list-style-type: none"> • Qualified teacher status. 	✓		
<ul style="list-style-type: none"> • NQT status 			
<ul style="list-style-type: none"> • First degree or equivalent 	✓		
<ul style="list-style-type: none"> • Evidence of further professional development 		✓	
Experience			
<ul style="list-style-type: none"> • A successful record of teaching in a secondary school 		✓	Letter of application
Philosophy			
<ul style="list-style-type: none"> • Commitment to the aims of the School 	✓		Application form and letter of application
<ul style="list-style-type: none"> • Commitment to continuous improvement and sharing of good practice 	✓		
Key Skills, attributes and personal qualities			
<ul style="list-style-type: none"> • An excellent classroom practitioner 	✓		Lesson Observation Interview Reference
<ul style="list-style-type: none"> • Communicate effectively and have good interpersonal skills 	✓		
<ul style="list-style-type: none"> • Work collaboratively and effectively as a member of teams 	✓		
<ul style="list-style-type: none"> • Use own initiative and work flexibly 	✓		
<ul style="list-style-type: none"> • Able to form and maintain appropriate professional relationships and boundaries with staff and students 	✓		
<ul style="list-style-type: none"> • A commitment to inclusive learning 	✓		
<ul style="list-style-type: none"> • The ability to motivate and inspire students. 	✓		
<ul style="list-style-type: none"> • Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload 	✓		
<ul style="list-style-type: none"> • Competent use of ICT skills to support learning and maintain electronic information systems e.g. SIMs 	✓		



Post: Main Scale Teacher			
<ul style="list-style-type: none"> Understand monitoring and evaluating systems in a secondary school setting 	✓		
<ul style="list-style-type: none"> Contribution to extra-curricular activities 		✓	
Professional Knowledge/Understanding	Essential	Desirable	
<ul style="list-style-type: none"> Knowledge of current educational issues including national policies relevant to the subject(s). 	✓		
<ul style="list-style-type: none"> Experience of teaching photography GCSE 		✓	
<ul style="list-style-type: none"> Secure knowledge of the characteristics of effective learning, teaching and assessment 	✓		
<ul style="list-style-type: none"> A proven track record in improving results and ensuring students make ambitious levels of progress. 	✓		
<ul style="list-style-type: none"> The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy 	✓		
<ul style="list-style-type: none"> A clear understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards 	✓		
<ul style="list-style-type: none"> An expectation that all Teachers' Standards are met 	✓		

For information:

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

ECT applicants might not have had the opportunity to demonstrate all of the above. They should, however, detail in any application opportunities they have had to apply any of above to their teaching or placements