



Merstham Park School

Taynton Drive, Merstham, Redhill, Surrey RH1 3PU



Teacher of Art

Main Pay Range/Upper Pay Range

Start Date: 1 September 2025

Application Deadline: Monday 10 March 2025

Interview Date: TBC

Please note that we reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible

About Merstham Park School

At **Merstham Park**, our **ethos** is simple - **igniting** a **passion** for learning. We are **proud** to be a **values driven** school which encourages its students to **embrace** these **values** in all that they do. This approach provides all students with the **opportunity to exceed their** potential. We have a team of **passionate** staff who are **committed** to providing all of our students with the very best educational **experience**. We **recognise** the importance of academic **success** whilst **embracing** our wider role in **preparing** our students for their adult life beyond the formal examined curriculum.

Learning is central in our ability to succeed and prepare students effectively for tomorrow's world. We encourage our students to strive to achieve beyond their potential, allowing their academic achievements to open doors for them, while gaining a secure understanding of the skills required to be responsible citizens in our modern world.

We offer a broad and balanced curriculum that is tailored to meet the needs of our students. As a school we encourage each student's particular abilities to ensure that no child slips through the net. We provide our students with outstanding resources and support in every aspect of school life from small class sizes, to well planned responsive lessons, to staffing and subject specific expertise. In September 2022 we opened our brand new state of the art building that encompasses facilities that benefit both our students and the community as a whole. Our new build is tailored to enable our students to develop unique skill sets in a truly first class educational setting through the creation of inviting, interactive and inspirational learning environments.

Our school is committed to the safeguarding of children, so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy to always request references prior to an interview.

Thank you for your interest in working at Merstham Park School and I look forward to welcoming your application.

Cullum Mitchell
Head of School



A Values Driven School


Our vision here at Merstham Park is simple:

To be a great school, where we are adventurous in our learning and teaching, working collaboratively and valuing each other's contributions. Staff strive to enable every student to reach their full potential in a safe, stimulating and culturally rich environment.



At Merstham Park School we pride ourselves on being a values driven school. This means we not only have a list of values on our website but we encourage our students and indeed staff to embody them in all that they do. The five values that we model at Merstham Park are:

Our School Values



| | |
|----------------------|---|
| INCLUSION | <ul style="list-style-type: none"> ➤ We strive to meet each child's needs through a personalised, bespoke curriculum ➤ We respect each other for our unique characteristics and embrace equality for all ➤ We actively strive to support those members of our community who need our support |
| COLLABORATION | <ul style="list-style-type: none"> ➤ We promote leadership skills in our students through involving them in all aspects of school life ➤ We promote teamwork and recognising the power of working together ➤ We encourage our students to be independently minded whilst respectful of others within the community |
| RESILIENCE | <ul style="list-style-type: none"> ➤ We inspire a 'can do' attitude in our students to support them to overcome challenges ➤ We prepare and equip our students for their future, encouraging them to grow, learn and flourish ➤ We promote courage and resilience in all members of our community |
| RESPECT | <ul style="list-style-type: none"> ➤ We promote an understanding of others views and show consideration towards them ➤ We value our learning opportunities and approach them positively ➤ We demonstrate respect to all members of our community |
| SUCCESS | <ul style="list-style-type: none"> ➤ We encourage all our students to achieve their aspirational goals ➤ We have high expectations of our learning community ➤ We promote the celebration of shared successes |

Igniting a passion for learning

KS3 Art at Merstham Park

ART



AIMS OF THE COURSE

Art allows students to develop creative skills and imaginative thinking that are transferable to numerous subjects and careers. Art allows students to develop key skills and build confidence at the same time as promoting group work and instilling students with the importance of personal study and practice. Work is often showcased around the school, online and through exhibitions.

In Year 7, students explore a wide variety of artists and Art movements' to enable them to recognise the key characteristics of these movements throughout history. Students will learn about a different culture and focus on how to explore it with authenticity to recreate their own personal response in a variety of media including printing and claywork.

Students in Year 7 participate in a trip to The National Gallery in London and complete a workshop with the gallery curators around Still Life and looking at key paintings in the gallery that play an important part in Art history.

Through this broad range of media and disciplines, we aim to give our students a solid foundation in Arts.

HOW CAN PARENTS HELP?

Encourage your child to talk about Art and what they are learning in school. Visits to any national or local art galleries and exhibitions will also produce a wealth of inspiration for students. Students should work on their observational drawing skills as much as possible. Home learning tasks will be set regularly to practise and develop skills learnt in school.

Students will benefit from experimenting with a variety of materials and to explore and practise with them. At home this positive attitude can be mirrored by encouraging them to practise working with varied materials, designing and drawing.

Online art tutorials on YouTube offer a variety of videos that support a wide range of styles and interests. This can be a good place to observe different materials being demonstrated.

<https://artmps.weebly.com/year-7.html>

NUMBER OF LESSONS
PER FORTNIGHT:

3

CONTENT/SKILLS/KNOWLEDGE

YEAR 7 AUTUMN TERM

Formal Elements

YEAR 7 SPRING TERM

Movements in Art

YEAR 7 SUMMER TERM

Culture

KS4 Art at Merstham Park

ART & DESIGN

19

QUALIFICATION
AQA GCSE Art & Design



ASSESSMENT FORMAT

There are two components:

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. **This is worth 60% of overall marks.**

Component 2: Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. Students receive preparation time, plus ten hours of supervised time. **This is worth 40% of your total marks.**

POSSIBLE CAREERS AND FURTHER INFORMATION

Art and design opens the door to lots of exciting careers • Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching

KEY CHARACTERISTICS:

You will create a portfolio of work throughout the course that covers each of the four GCSE Assessment Objectives.

AO1: Develop ideas via investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

YOU WILL DEVELOP CONFIDENCE IN:

- Individual expression and independence working to individual strengths.
- Successfully using visual language
- Using drawing skills for different needs and purposes.

STAFF CONTACT

Mrs L Harkness: options@mersthamparkschool.org

Staff Welfare

The welfare of our staff is of the utmost importance. The list below details some examples of how we support the wellbeing of all of our colleagues.

Culture and Values

- A core focus on Learning and Teaching: it is the most important thing we do
- A culture of distributed leadership
- Trust: a leadership team that trusts you and is not 'Ofsted focused'
- Transparency: autonomy is given to teachers - no random 'check-ups'
- A school that values everyone and firmly believes that a culture of positive relationships should be the bedrock of an organisation; we want you to love teaching and our students to love learning
- A history and culture of staff development within a caring multi academy trust, including opportunities to collaborate and progress within GLF - taking on a wider role across the Trust
- Expectation of 7am-7pm communication etiquette with no replies expected outside of these hours
- All meetings calendared to one day of the week so you are not meeting every day after school

Learning and Teaching

- No written reports; we want you planning great lessons not doing paperwork
- No formal lesson plan formats or rules about submitting them
- Well planned meetings which focus solely on key school topics
- Designated PPA time: your time is precious and we want to protect it
- Low Stakes observations that focus on development and enhancing teaching practice
- Chromebooks supplied for every teacher with full access to Google Drive and Apps
- Fully research based Learning and Teaching strategy - not just the latest 'gimmicks'
- A sensible marking policy in which the entire book does not need to be marked
- Number of data drops carefully considered and calendared appropriately to support staff

Training and Development

- Comprehensive CPD: we invest in your professional learning
- Senior and Middle Leader programmes to develop teachers into future school leaders
- Regular career development opportunities, both pastorally and academically, in a growing forward thinking school
- An appraisal system focused on professional learning and developing high quality teaching; all within an embedded culture of collaboration and sharing best practice
- A comprehensive development programme for trainee teachers and NQTs
- Frequent external CPD and training through our MAT programmes
- Career development meetings with the Head regularly offered
- A culture of coaching - staff collaborate, support and develop one another

Staff Benefits

- A designated Staff Association to ensure staff feel valued and supported, also allowing opportunities to give critical feedback
- Access to an external counselling and support service for mental health and well being
- Staff offers and discounts through the 'Wider Wallet' scheme
- Vehicle collection and drop off offered by a local garage if you choose to MOT your car with them
- One fully paid emergency family day per year if needed
- Staff social events and a variety of whole staff celebration evenings throughout the year
- MA offered with contribution to funding

Teacher Tapp Staff Survey



- Do your school leaders listen and respond to staff concerns?
 - 87% all or most of the time (MPS)
 - 49% all or most of the time (similar schools)
- I feel I am supported by my senior leadership team:
 - 94% agree (MPS)
 - 82% agree (similar schools)
- I have confidence in the decisions made by the leadership team at my school:
 - 97% agree (MPS)
 - 76% agree (similar schools)
- My school treats all employees fairly:
 - 94% agree (MPS)
 - 71% all or most of the time (similar schools)



State of the Art New Build



Merstham Park School is a new 6FE (900 pupil) Secondary Free School (aged 11-16) and is part of the GLF family of schools. In September 2018, the school opened in temporary accommodation on the site with one year group and then moved to its state of the art new build facilities in September 2022.

The school's motto is 'igniting a passion for learning' and the school aims to encourage every single student to succeed. This is achieved through the delivery of a broad and balanced curriculum with clearly considered curriculum intents. The curriculum supports the needs of the community and provides opportunities for the development of both locally and globally focused enterprises.

For further information on our facilities, please explore our website:

[Welcome to Merstham Park School](#)

Job Profile

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|---|-----------------|-----------------|----|
| Job Title | Subject Teacher | Job Reference | |
| Location | Merstham Park | Travel Required | No |
| <i>Core purpose</i> | | | |
| <ul style="list-style-type: none"> The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards not only their personal education but the school as a whole. | | | |
| <i>Key accountabilities</i> | | | |
| <i>Main duties</i> | | | |
| <ul style="list-style-type: none"> Teach students in years 7 – 11. To deliver lessons which enrich and engage all students taught. Teach other subjects as required. Plan lessons carefully, having regard to the schemes of work and faculty practice. Cover for absent colleagues within the 'rarely cover' parameters within which we work. Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches. Assess student work to monitor and evaluate progress, set targets and consider student needs when planning lessons. To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate. | | | |
| <i>Planning and classroom management</i> | | | |
| <ul style="list-style-type: none"> Teach allocated students by planning your teaching to achieve progression of learning. Identifying clear teaching objectives and specifying how they will be taught and assessed. Setting tasks which challenge students and ensure high levels of interest. Setting appropriate and demanding expectations. Setting clear targets, building on prior attainment. Identifying SEND or very able students. Provide clear structures for lessons maintaining pace, motivation and challenge. Make effective use of assessment and ensure coverage of programmes of study. Ensure effective teaching and best use of available time. Monitor and intervene to ensure sound learning and behaviour management. Use effective questioning, listen carefully to students and give attention to errors and misconceptions. Select appropriate learning resources and develop students' study skills. Ensure students acquire and consolidate knowledge, skills and understanding appropriately. Evaluate your own teaching critically to improve effectiveness. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary. | | | |

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| Monitoring, assessment, reporting and recording |
| <ul style="list-style-type: none"> ● Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching. ● To meet and discuss as required, students' performance progress and attainment with parents or carers. ● Mark and monitor students' work and set targets for progress. ● Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving. |
| Other professional requirements |
| <ul style="list-style-type: none"> ● Have a working knowledge of teachers' professional duties and legal liabilities. ● To be aware of national developments in education and curriculum areas. ● To abide by the teacher professional standards and carry out duties as required by STPCD. ● Operate at all times within the stated policies and practices of GLF Schools. ● Establish effective working relationships and act as an exemplar role model. ● Endeavour to give every child the opportunity to reach their potential and meet high expectations. ● Contribute to the school through effective participation in meetings and management systems. ● Take responsibility for your own professional learning and duties in relation to school policies and practices. ● Liaise effectively with parents, governors and external professionals. ● Take on any additional responsibilities which might from time to time be determined. ● Participating in INSET in order to keep abreast of development. |
| Main responsibilities as a Learning Mentor |
| <ul style="list-style-type: none"> ● Being aware of the strengths and needs of each student. ● Undertaking regular learning mentor reviews to monitor and provide appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance. ● Promoting high standards of student behaviour and attitudes to work. ● Communicating effectively with staff and parents. ● Completing administrative tasks as required. ● Attending year / house meetings. |
| Accountable to |
| <ul style="list-style-type: none"> ● Lead teacher of Art; Head of Year for learning mentor duties. ● GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities. |
| Safeguarding |
| <ul style="list-style-type: none"> ● GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. |

Person Specification

| Position: Subject Teacher | | |
|---|-----------|-----------|
| | Essential | Desirable |
| Qualifications | | |
| Qualified Teacher Status | ✓ | |
| Good honours degree | ✓ | |
| Evidence of commitment to continuing professional learning | ✓ | |
| Evidence of further study | | ✓ |
| Experience | | |
| Teaching of subject to students at KS3 and KS4 | ✓ | |
| Developing and maintaining good relationships with colleagues and students | ✓ | |
| Involvement in extracurricular activities | ✓ | |
| Commitment to raising the achievement of all students of all abilities | ✓ | |
| Experience of preparing students for GCSE | ✓ | |
| Using ICT to support learning and teaching | ✓ | |
| Supporting improvements in learning and teaching | ✓ | |
| Using data to inform planning and future developments | ✓ | |
| Monitoring, evaluation and review to support outcomes | ✓ | |
| A successful track record of improving performance outcomes | | ✓ |
| Personal attributes | | |
| Values aligned with the school's vision and values and GLF Schools core values | ✓ | |
| Positive, enthusiastic outlook, embracing risk and innovation | ✓ | |
| Self-motivated and well organised | ✓ | |
| Encourages ideas, initiative and innovation in others | ✓ | |
| Reflective and keen to develop yourself and others | ✓ | |
| Ability to communicate effectively | ✓ | |
| The ability to maintain and form appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct | ✓ | |