

**Art**

**The Department**

At Nobel we aim to deliver a high-quality art and design education that engages, inspires and challenges our pupils, equipping them with the knowledge and skills to explore, experiment, and create their own works of art, craft and design.

Our curriculum offers the students general art and design, textile design and graphic communiation at all key stages.

**Facilities**

We have moved into the purpose built new school and the art department has 5 specialist teaching rooms one of which is dedicated to Textiles and another ICT suite of Apple Mac computers to support our Graphic communication course. We also have and a flexible space for exhibitions and for post sixteen students to work in.

**Staffing Structure**

The art department has a head of department, Ms Sears and four subject teachers. The department is also fortunate to have asubject specific technician support.

**Art Curriculum**

Nobel has developed a knowledge based curriculum following the national guidelines. We value subject knowledge and skills and as students’ progress, they are encouraged to be able to think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Each fortnight, our students have 2 hours of art teaching at KS3 and at KS4 students have 6 hours. Our KS5 students benefit from 9 hours of teaching from specialist teachers.

**Extra-Curricular**

The Art department offers a range of trips and gallery visits as well as extra-curricular activities to support our students.

**Support**

The school and the department have an excellent reputation for supporting teaching and learning. We train teachers from different organisations including the University of Hertfordshire. We work closely with the North Herts Teaching Alliance and are committed to supporting all department staff to improve their professional development.



**Being an NQT at Nobel School**

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of mentoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All NQTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Leadership Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject day. This will allow you to meet and network with other NQTs in your subject area.
* A full range of CPD activities including a programme of NQT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.



# PERSON SPECIFICATION: Teacher of Art

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| --- | --- |
| Essential | Desirable |
| **SKILLS AND EXPERIENCE** | |
| Education to degree level in Art plus teaching qualification | Experience of teaching Art and Design,Textiles and/or Art Graphics |
| Evidence of successful Art teaching experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Expertise or recognised potential in the teaching of Art at *all* levels | Evidence of involvement in team working to improve practice |
| Willingness and ability to participate in extra-curricular activity. | Experience of extra-curricular involvement |
| Good knowledge and understanding of the National Curriculum in Art | Experience of the formal assessment of students’ work |
| Excellent oral and written communication skills | Good/excellent IT skills |
| **PERSONAL QUALITIES** | |
| Commitment |  |
| Ability to establish good relationships with students, parents and staff |  |
| Dependability and sound organisational skills | Good time management |
| Enthusiasm and good sense of humour | Perseverance |
| Flexibility |  |



**Job Description**

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher; Director of Faculty; Assistant Director of Faculty, Head of Art |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy. |