



**Unsworth  
Academy**

**Applicant  
Pack**

**Teacher of Art**

INSPIRE.

CHALLENGE.

EXCEL.

# Welcome to our school

As Academy Principal, I am very pleased to welcome you to Unsworth Academy.

Thank you for expressing your interest in the position of Teacher of Art at Unsworth Academy.

At Unsworth Academy our mission is to work together to inspire and challenge our learners to achieve excellence. This mission is reflected in our school motto:

Inspire, Challenge, Excel.

Our Vision is to be 'outstanding in everything we do'. This is our end goal and what we strive to achieve with every action we take.

Our values are reflected in our core principles and standards. We want all members of the school community to have respect, pride and ambition for ourselves, our school and others.

Our principles are completely aligned to the Shaw Education Trust's and we work in conjunction with the Trust, and its network of schools, to ensure the best outcomes for all learners.

I welcome you to visit our school and meet our staff and learners. If you have any questions or would like to discuss the role further, please contact the school office who will book in an appointment for you. We look forward to welcoming you to our school and we are excited by this opportunity to appoint a dynamic and passionate leader to join our team here at Unsworth Academy.

**Alex Fair**  
Academy Principal



# Message from the CEO

We are delighted that Unsworth Academy is an integral member of our family of schools.

As a Trust we work with leaders, staff and learners to deliver awesome outcomes for young people; outcomes which open the doors to a world of opportunity. We support learners to aspire to the highest ambitions and improve their life chances by enabling every individual's greatest possible success.

**Together we are stronger and capable of incredible things.**

We are very proud of the journey the school has taken to date and we are wholeheartedly determined that the best is yet to come.

**Jo Morgan**  
CEO Shaw Education Trust



# About our school

We have the highest ambitions for, and expectations of, our learners in all aspects of school life and we work hard to develop these qualities in every learner.

Our dedicated staff members are committed to developing learner's interests and inspiring them to be successful. Our pastoral team consists of enthusiastic staff who ensure that the learning, language, emotional and behavioural needs of all learners are effectively met.

Our brand new, state-of-the-art building will further enable us to create a happy and healthy learning environment in which learners can benefit from high-tech equipment, spacious learning areas and quality sport facilities.

**“I feel very confident in sending my child to this high school. The staff were brilliant. I'm delighted my daughter came. ”**

- Year 7 parent



# About the role

**Job Title: Teacher of Art**

**Salary: M1- UPS3, £28,000 – £43,685 FTE salary per annum.**  
(Pay Award Pending)

**Required: ASAP**

Unsworth Academy are currently recruiting for a fabulous Teacher of Art who has a deep passion for creativity in drawing, painting, and design.

Unsworth Academy is a thriving, oversubscribed, co-educational and non-selective Bury high school. The school is on an incredibly exciting journey of school improvement and when last inspected in November 2019 was judged to be Good in all areas. We are now currently halfway through our three year "Good to Outstanding" journey. One highlight of the journey has been digitalisation. All our students and staff have a school iPad that they utilise in and out of lessons. The Academy Principal, Senior Leadership Team, Academy Councillors and staff are unreservedly committed to securing outstanding in all areas of school life and the best possible outcomes and life chances for all our learners. We are seeking someone with drive, resilience, good humour and determination; a creative thinker and a lifelong learner. If this ambition appeals to you, we would be delighted to receive your application.

The successful candidate will complete a truly thriving Arts department, which comprises of three Art / Photography teachers, one Drama teacher and one Music teacher. This opportunity is in one of Unsworth's Academy's leading departments. The department has a blend of experience and fresh impetus and works collaboratively to drive the cultural impact of the Art's through all aspects of learner experience. A world-class curriculum is in development and you will be expected to add learner opportunity to it. You must be driven to continuously improve, be an excellent team participant and have strong subject skills and knowledge. This is a great opportunity in a fabulous Art's team.

**All candidates are required to provide a supporting statement on the formal application forms which states clearly your reasons for applying, skills and experience for this position.**

**Shaw Education Trust** are a thriving mix of diverse and growing schools including Primary, Secondary and Special Schools all working together to improve the lives of young people in our communities. We are sponsored by Shaw Trust a charity organisation that focuses on transforming lives. Our schools span from Birmingham to Bury, meaning that we can support students from all walks of life, no matter their background or socioeconomic status. In doing this, we can help ensure all children are able to access a high standard of education, with all being treated equally.

In our secondary schools, we pride ourselves on our innovative approach to curriculum design, to ensure all our schools have breadth and ambition for all pupils, regardless of their starting points and barriers. Standard curriculum models do not



always engage all pupils, so we constantly seek to innovate and provide better opportunities to develop both knowledge and skills for life. We want our pupils to believe their curriculum is bold, exciting, purposeful, and ultimately leads to something meaningful for them. Some examples of our innovation include moving towards an extended school day, to provide a world class enrichment programme and more opportunities for essential skills like reading and cultural capital. We are also introducing a vocational and technical pathways, which run through the normal school curriculum but attract support from leading employers and universities to develop work-readiness in our pupils, so that they can progress onto T Levels and apprenticeships.

We are currently at an exciting point in their evolution, with collaboration at the heart of our collective endeavour. We don't operate in silos: we value the power of the pack and strive to collaborate as a collective, ensuring no school or colleague is left behind. We are currently co-constructing an aligned curriculum across all EBacc curriculum subjects, to create a world class curriculum, rich in powerful knowledge and skills. This is driving up standards through the sharing of the very best practice, whilst allowing each school sufficient flexibility for autonomy to do what is right for their local context. A by-product of this approach has been the reduction in planning workload for colleagues, meaning they can spend more time on the things that matter and fostering strong relationships with pupils and delivery of the curriculum.

As a group of schools, we take an evidence-informed approach to developing the quality of our teaching and learning, learning from research and best practice in the sector. We value a non-hierarchical, supportive approach to developing great teachers. As a people-focused trust, we consider the professional development of our staff as a fundamental responsibility. Where any schools face any barrier, it has the mutual support of the others in sector to call upon for subject specific or general support, all facilitated by a group of servant leaders at trust level. Our Heads meet regularly and genuinely support each other in a non-competitive environment. We have team of directors with vast experience at headship, senior and middle leadership levels and our team of subject directors are supporting subject staff across the trust to design and deliver the very best curricula, providing subject specific pedagogical support.

Our secondary schools are currently driving 'PedTech' across the sector: we believe teaching and technology should go hand-in-glove and are passionately committed towards providing a fully digitally enhanced curriculum. We are very close to achieving full 1:1 device delivery and are sprinting towards better use of iPads in lessons to enhance the experience and learning.

### **Shaw Education Trust offer the following benefits with your Teaching or Support Staff employment:**

- An excellent Local Government Pension Scheme (Support Staff) / Teachers Pension (Teaching Staff)
- **Support Staff only** based on working **full time, all year** - Generous holiday entitlement from your first day of employment (**37 days holiday rising to 39 days** after 5 years' service including Bank Holidays)
- Access to health and wellbeing support via Occupational Health
- Cycle to work scheme
- Access to our Institute of Education and fantastic opportunities to help you **grow, contribute** and **flourish** in your role and in the Trust.



### **Colleagues within the Trust benefit from:**

- Access to a full range of courses both in-house and professionally accredited. These courses include all of the National Professional Qualifications – NPQH, NPQSL, NPQEYL, NPQLL, NPQLT, NPQLTD, NPQLBC are all delivered by the Shaw Education Trust as a delivery partner for Ambition Institute. In addition, we provide access to the NPQEL for Executive Leaders.
- Experienced leadership and subject-specific support.
- Guidance from former HMIs and serving Ofsted Inspectors within the Trust.
- Access to the Trust’s Teaching School, Research School, Institute of Education and SCITT.
- Opportunities to work with different schools within the Trust as a Professional Advocate.
- Participating in peer reviews.
- Access to a suite of online courses.
- Placement projects within our family of schools.

Unsworth Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, click here to review Safeguarding and Pupil Protection Policy <https://www.shaw-education.org.uk/our-trust/key-information>

This position is subject to appropriate vetting procedures including an online checks and criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions. All shortlisted candidates will undergo an online search as part of Trust safer recruitment checks.

We are an Equal Opportunities employer and will ensure that all our recruitment and selection practices reflect this commitment.

**In accordance with our safer recruitment policy CV’s alone will not be accepted.**

Informal visits to school are available, please contact Mrs R Owen, Operations Officer at [rachel.owen@unsworth.set.org](mailto:rachel.owen@unsworth.set.org) or on 0161 796 9820 to arrange.

Further details and application forms are downloadable from the school website: [www.unsworthacademy.org.uk](http://www.unsworthacademy.org.uk)

**Application deadline:** Friday 6<sup>th</sup> October 2023 – 9am  
**Shortlisting date:** Friday 6<sup>th</sup> October 2023 – 9am  
**Interview date:** Week commencing 9<sup>th</sup> October 2023

**We reserve the right to appoint before the closing date, therefore, we encourage early applications.**

Successful candidates will be subject to a fully Enhanced DBS check along with other relevant employment checks.



## **JOB DESCRIPTION**

<b>Job Title:</b>	<b>Teacher of Art</b>
<b>Grade:</b>	<b>Qualified Teacher Payscale</b>
<b>Salary:</b>	<b>M1 – U3</b>
<b>Conditions of Service:</b>	<b>STPCD</b>
<b>Responsible to:</b>	<b>Head of Department / Principal / Vice Principal</b>

### **Statement of Purpose**

To carry out the professional duties of a teacher as directed and in accordance with the school's policies under the direction of the Academy Principal and develop the emotional skills of children in order to ensure that they are able to receive the best teaching and learning in the classroom. Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

### **Relationships with children and young people**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### **Main Responsibilities**

- Contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity.
- Communicate effectively with children, young learners, parents/carers and colleagues, including those from multidisciplinary teams.
- Communicate effectively orally and in writing to parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people and raising their levels of attainment.



- Demonstrate excellent and innovative pedagogical practice in order to provide young learners with excellent opportunities and outcomes.
- To raise the quality of teaching and learning, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- Set clear and challenging targets for each pupil that build on prior attainment.
- Assess learning objectives that have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work, set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of young learners and the raise levels of attainment.
- Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

### **Professional Standards**

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.



## Teaching and Learning

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
  - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
  - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
  - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context
- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider learning.

## Learning and Behaviour

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- 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 discipline
- Use a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, ICT and other resources;
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.



## **Every Child Matters**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **Leadership and Management**

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them

## **Pupil Support**

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluate their own teaching critically to improve effectiveness
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Communicate effectively with learners and colleagues;
- Have a commitment to collaboration and co-operative working where appropriate.



- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.

**Note**

***The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.***



## Person Specification Qualified Teacher

### Qualifications

- PGCE (Secondary)
- Degree or equivalent in Art
- Further Relevant Art Qualification or equivalent
- Good A Level Result in Art or related subject
- Additional qualifications in Art/Photography
  
- **Experience**
- Relevant teaching experience within a similar setting
- Ability to teach Key Stage 3 + 4
- Experience in running extra-curricular activities
  
- **Knowledge & Skills**
- An understanding of the strategies required to motivate, engage and inspire students
- Well-developed IT skills to enhance teaching and learning.
- Knowledge and understanding of safeguarding procedures in relation to children and young people.
  
- **Personal Qualities**
- Excellent communication and interpersonal skills
- Good time management and the ability to multi-task
- Flexibility, commitment and reliability
- Understanding of and significant contribution to the whole school extra-curricular programme

### Essential / Desirable

- Essential
- Essential
- Desirable
- Essential
- Essential
  
- 
- Essential
- Desirable
- Essential
  
- Essential
- Desirable
- Essential
  
- Essential
- Essential
- Essential
- Essential

### MEASURED BY KEY:

APP = Application form      ASS = Assessment activities      I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH      31/03/2021**

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.

