

****

Teacher of Art and Design

## Part-time (0.4 FTE) Permanent

## Required to start 1 September 2021

Main Pay Range 1 to Upper Pay Range 3, £25,714 - £41,604 FTE (pro-rata)

## Candidate Information Pack

|  |  |
| --- | --- |
| **Contents:** | **Page** |
| Introduction from the Headteacher | **2** |
| What we are looking for and our offer to you | **3** |
| Job Description | **4-5** |
| Person Specification | **6** |
| How to apply and appointment timetable | **7** |



***Safeguarding statement***

Settlebeck School is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory DBS check.

****

**Introduction from the Headteacher**

Settlebeck School is a truly special and unique place to work, situated in the beautiful market town of Sedbergh - which borders the Lake District and Yorkshire Dales National Park - and has been proudly serving its local community for the last 70 years.

It is a vibrant, happy school where children of all academic abilities thrive. There is a strong sense of community spirit and the ethos of the school ensures that children learn within a supportive ‘family feel’ environment. Warm and honest relationships are at the heart of our work and this genuine mutual respect ensures that all members our community are valued and successful. We have a truly comprehensive intake with 192 students, 11-16, currently on roll. As a strategically resourced provision for young people with autism, the successful candidate must be fully committed to inclusion.

Our core mission is to ensure that our students develop the skills, knowledge and confidence to thrive in a challenging international economy and inspire them to make the world a better place. Arts subjects are highly valued and have an important place on our curriculum, both at KS3 and KS4. We believe that studying the arts has a positive impact on every aspect of a child’s development.

The school benefits from wide-ranging links and partnerships within the Cumbrian educational community and particularly the South Lakes Federation, which is a long-established federation of 10 secondary schools, Kendal College and the University of Cumbria.

We are looking to appoint a Teacher of Art and Design (part-time) from September 2021, who would be the sole teacher within the department. This is advertised as a 0.4 FTE substantive post but we are looking for someone who is willing to be flexible to adapt to variations in curriculum hours as they present themselves in a small school. The ability to offer a second subject may enable the successful candidate to increase their contracted hours. The school is seeking someone who has a proven track record of success, high aspirations, enthusiasm, passion and drive to inspire our students to develop a passion for art and to support us to continue to move forward in the pursuit of excellence within an embedded culture of care and support.

The department uses an in-house curriculum at KS3, currently incorporating a broad range of disciplines. At GCSE we offer AQA Art and Design, which is popular and successful. All classes are taught in mixed ability groupings.

The successful candidate will be expected to become an integral member of the staff team and demonstrate full commitment to the students, school and its community.

Settlebeck School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to a satisfactory DBS check.

Applications from NQTs and experienced professionals are warmly welcomed. Thank you for your interest in our school and I look forward to receiving your completed application.

Should you wish to discuss your application, please contact me by email [campbells@settlebeck.org](mailto:campbells@settlebeck.org)



Sarah Campbell

Headteacher

****

## What are we are looking for?

A motivated, successful and inspirational teacher with experience of teaching at KS3 and KS4.

You will be someone who sets high expectations, can translate vision into plans, inspire students and will strive to achieve positive outcomes for all.

As a school with a strong pastoral focus of welfare, care, support and safety, you will be an approachable role model and act as a Form Tutor, able to actively listen and communicate with students, staff and a wide range of audiences.

## What are we able to offer you?

**We can offer you:**

* A wonderful place to work on the border of the Lake District and Yorkshire Dales National Park.
* A welcoming and friendly school at the heart of the community, with supportive parents, carers and wider stakeholders.
* Students who are well-behaved, enthusiastic, appreciative and genuinely keen to learn.
* A team of professional, capable, well-qualified and motivated teaching and support staff who are hardworking, have a tangible passion for the school and strive to ensure that all children achieve their very best.
* A strong, open, well-informed and skilled Senior Leadership Team, dedicated to transparency and the success of the school.
* Support within the South Lakes Federation; providing opportunity to work with, and have the support of, peers and colleagues.
* Access to personal professional development.
* A school committed to doing the best for every member of its school community.
* A school committed to the safety, welfare and support of students and staff.

## Job Description

****

|  |  |
| --- | --- |
| **Post Title: Teacher of Art** | |
| **Contract** | 0.4 Permanent |
| **Salary** | MPS/UPS |
| **Responsible to** | Deputy Headteacher |
| **Start Date** | September 2021 |
| **Core Purpose** | |
| A teacher’s responsibilities at Settlebeck School are those set out in the Schoolteachers’ Pay and Conditions document, including any other reasonable duties requested by the Headteacher and in line with agreed national and school policies. Reference has also been made to the National Standards for Qualified Teacher Status published and any revisions to these which are made from time to time in discussion with the professional associations. | |
| **Teaching and Learning/Curriculum** | |
| * Develop an appropriate curriculum which ensures the maximum progress for all students across the ability range and builds on the foundations of the primary curriculum and which builds the knowledge and skills for students to progress into their chosen career pathway. * Develop, plan and prepare schemes of work and lessons;   + with differentiation according to age and ability and, where appropriate, special educational need   + with learning sequenced to build on prior learning   + which challenges and stretches learners to achieve the very best outcomes * Assess, record and report on the development, progress and attainment of students (including monitoring student progress against academic potential and appropriate targets). * Be aware of the potential of each student, monitoring progress against potential and taking action to enable students achieve that potential. * Establish a purposeful working atmosphere for all learning activities. * Monitor progress and evaluate the effects of teaching and learning, working alongside colleagues to analyse and moderate work and outcomes. * Observe efficient and effective oversight of expenditure for the subject with the Deputy Headteacher. * Ensure that the Art department is aligned with the whole school priorities and development points. * Work supportively and creatively in a cross-curricular way with staff to develop good practice. * To engage in regular review of learning and teaching and of programmes of work. | |
| **Other main responsibilities** | |
| * Work within the Teacher Standards and have a working knowledge of teachers’ professional duties and legal liabilities. * Operate at all times within the stated policies and practices of the school. * Maintain high expectations for yourself and student behaviour at all times. * Ensure that safeguarding is given a high priority at all times. * To be involved in annual appraisal arrangements as determined by the current school teachers’ pay and conditions document and school policy. * To undertake an annual identification of professional development and training requirements with a line manager as part of the appraisal process. * Develop, implement, monitor and continually engage in self-review for the purpose of achieving the best outcomes for students. * Establish effective working relationships and set a good example through presentation and personal and professional conduct. * Contribute to the corporate life of the school through effective participation in meetings and management systems. * Ensure that national and local circumstances, policies and initiatives are addressed in support of the school and its community. * Manage own workload and be aware of that of others, which takes into account well-being and work/life balance. * Act as a Form Tutor or be attached to a year group (see generic Form Tutor job description below) and play a part in ensuring the successful development of the school’s tutoring programme. * Contribute to students’ spiritual, moral, social and cultural development in line with school policy. * Communicate and consult with parents as required. * Act as a role model in terms of attitude, dress and interaction with others. * Support with the visual environment of the school.   **Discipline, Health and Safety**   * Maintain good order and discipline among the students and safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere. * To support the school uniform policy and ensure students are correctly dressed at all times. * To take a register in a timely manner each lesson.  Meetings and Directed Time  * To participate in all directed time activities as identified by the calendar and the duty rota.   **Specific Form Tutor Responsibilities**  **Care Guidance and Support**   * To be the primary point of contact between parents and the school. * To take a keen interest in the academic and personal development and well-being of students within the form. * To support the school policy on uniform and to ensure students are correctly dressed at all times. * To liaise as necessary with Heads of Year, subject teachers, SENCO and parents. * To take part in the monitoring process for students causing concern in line with the Behaviour Management Policy. * To deliver the taught element of the tutorial programme. * To act as a role model and mentor. * To monitor and sign student planners, supporting their use by students as an organisational tool. * To be aware of the targets and special needs of students within the form and to play a part in helping them to meet those targets.   **Administration**   * To ensure that morning registration procedures are correctly administered. * To be a first check on monitoring of progress, attendance, punctuality and behaviour. | |

**Person Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence A= Application Form I= Interview R= Reference** |  | | |
| **No** | **Criteria** |
|  | **Qualifications and Training** | **A** | **I** | **R** |
| **1** | Recognised DfE qualified teacher status (QTS) | x |  |  |
| **2** | Evidence of recent Continuing Professional Development | x |  |  |
| **3** | Qualified to teach Art and Design to Key Stage 4 | x |  |  |
|  | **Experience** | **A** | **I** | **R** |
| **4** | Successful experience of raising standards of student academic progress and achievement | x | x | x |
| **5** | Successful record of teaching of students in secondary education |  |  | x |
| **6** | **Desirable** Working with and engaging the involvement of external partners and other stakeholders | x |  |  |
|  | **Knowledge and Understanding** of current issues and best practice | **A** | **I** | **R** |
| **7** | Ability to create a stimulating and safe learning environment; establish and maintain a purposeful working atmosphere | x | x | x |
| **8** | Translating vision into practice |  | x |  |
| **9** | Supporting change and development | x | x |  |
| **10** | Effective communication strategies within and beyond school | x | x | x |
| **11** | Self-evaluation and development planning | x | x |  |
| **12** | An understanding of departmental improvement strategies |  | x |  |
| **13** | Ability to engage parents and carers in supporting student learning | x |  | x |
| **14** | An understanding of curriculum planning | x | x |  |
| **15** | Principles of effective teaching and assessment for learning | x | x |  |
| **16** | Application of new technologies to teaching, learning and management processes | x | x |  |
| **17** | National and local current educational trends, legislation and initiatives | x | x |  |
| **18** | Safeguarding children and young people | x | x | x |
| **19** | **Desirable** An understanding of the challenges faced by small schools |  | x |  |
| **20** | **Desirable** Understanding of the principles of budget and resource management | x |  |  |
|  | **Professional Qualities and Leadership Attributes** | **A** | **I** | **R** |
| **21** | Proven ability to lead by example and build positive relationships | x | x | x |
| **22** | Evidence of ability to build, implement and engage the active commitment of others | x | x | x |
| **23** | Ability to make informed judgements | x | x | x |
| **24** | Ability to understand and appreciate the school’s current strengths and opportunities for development | x | x |  |
| **25** | Commitment to an open, collaborative style of working | x | x | x |
| **26** | Genuine passion and belief in placing students at the heart of everything | x | x | x |
| **27** | **Desirable** Evidence of partnership working and networking within and beyond school | x | x | x |
|  | **Personal Qualities Attributes** | **A** | **I** | **R** |
| **28** | Strong personal motivation, drive and professional pride | x | x | x |
| **29** | Team player, able to lead, influence and motivate | x | x | x |
| **30** | Enthusiastic, with a passion for education | x | x | x |
| **31** | Ability to relate to and address a range of audiences in a variety of media | x | x |  |
| **32** | Confidence in being a role model and ambassador for the school | x | x |  |
| **33** | Total commitment to the welfare and safeguarding of young people | x | x | x |

## How to Apply and Appointment Timetable

**To apply**

The application form is available from the Settlebeck School website

<https://settlebeck.org/vacancies/>

Please complete the application form and return to: Juliet Proctor, PA to the Headteacher, at [proctorj@settlebeck.org](mailto:proctorj@settlebeck.org). Applications will only be accepted on the form provided. However, if you require the application form in an alternative format, please contact Juliet Proctor.

You are invited to supply a letter of application of no more than two sides of A4 in 11pt font.

Prospective applicants are welcome to make an appointment to discuss the role with the Headteacher via video chat. Where circumstances allow, we will offer visits to the school. If you would like to visit, please contact Juliet Proctor, proctorj@settlebeck.org

**Closing date for applications: 9.00am, Friday 30th April 2021**

**Interview dates: Monday 10th May or Wednesday 12th May 2021**