

Ofsted
Outstanding
Provider



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
PHOTOGRAPHY
WITH ART
(Maternity Cover)
Part time 0.8**

SEPTEMBER 2021

TEACHER PHOTOGRAPHY WITH ART (MATERNITY COVER) Part time 0.8

Dear Applicant,

Thank you for requesting details for the position of teacher of Photography and Art at Ilkley Grammar School. The post offers an exciting opportunity to teach and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply. This post is required from September 2021 until the return of the substantive post holder which is likely to be mid-December 2021.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in both Photography and Art through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice, pedagogy and contributing to enrichment, intervention and the development of the department.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.74. This is in line with the upward trajectory of improvement we have maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. We can

guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, someone with emotional intelligence, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Monday 14th June 2021
Provisional interview is scheduled for the week commencing 14th June 2021

If you do not receive an invite to interview by Thursday 17th June we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Head of Department: Art and Photography

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To contribute to the on-going development of a broad, knowledge-based curriculum through collaborative planning
- To implement and deliver an appropriately balanced, relevant and ambitious curriculum for students and to support the designated curriculum area as appropriate.
- To plan challenging and engaging lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, disadvantaged etc)
- To know and implement the information for students on the SEND Register and action guidance on students' pupil passports
- To promote the whole school drive for improved literacy and reading across the curriculum
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation
- To plan opportunities to raise students' cultural capital through a rich curriculum

❑ Teaching and Learning

- To communicate learning objectives and success criteria clearly to students so you, and they, are clear about what they will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective responsive teaching strategies and by creating a productive climate for learning
- To develop and use the iPad and other technologies to support personalisation, independence and aid responsive teaching
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with the Inclusive Learning Team to challenge and support students by scaffolding learning to make content accessible whilst ensuring there is no cap on students' potential to achieve.

❑ Responsive Teaching and AFL

- To employ a range of responsive teaching opportunities and ensure feedback is personalised and timely
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high-quality marking and feedback, including verbal, whole class and written, so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Best

- To promote and manage learning behaviours effectively, thereby creating a productive climate for learning where students display a thirst for knowledge and a love of learning
- Be a role model for students, inspiring them to be actively interested in and inquisitive about the subject
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships

- To have high expectations of all
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines which follow statutory requirements
- To register students in form periods and every taught lesson
- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required

❑ **Enrichment**

- To commit to the creative arts programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, as a whole school, in other visits at home and abroad including supporting the whole-school Challenge and Celebration week in July

❑ **Continuing Professional Development**

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share learning and be creative
- To commit to the school's CPD programme, showing a desire to develop and improve one's own practice whilst sharing innovation and best practice with others.
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs

❑ **Quality Assurance**

- To contribute to the school's self-evaluation procedures and other QA activities

❑ **Professional Standards**

- To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ILKLEY GRAMMAR SCHOOL

ART SUBJECT PROFILE

Art and Photography are an integrated part of the Creative Arts Curriculum Area together with Music and Drama. Art is taught across all key stages and Photography is taught from Year 9 upwards as an option subject.

The department currently comprises 2 full-time members of staff and 2 part-time. In addition, the department has a part-time technician (0.6).

In 2018 the department moved into a newly refurbished and expanded area, consisting of four teaching rooms; two large art studios, a dedicated photography studio, and a dual-purpose studio resourced to teach both art and photography. In addition, we have a darkroom and a dedicated 6th form studio for use out of lesson time. The department is well resourced for both 2D and 3D work including a printing press and kiln. Photography is also well resourced, having a mixture of laptops and PCs, DSLR cameras, backdrops and lighting.

Art is a compulsory subject for all students in Years 7 and 8. All groups are of mixed ability and vary in size from 26-30. Staff teach a wide range of skills emphasising art, craft and design activities (painting, printing, drawing, clay work, photography, computer-based art), working to shared schemes developed by the department team. Schemes have been designed to prepare art students for AQA GCSE, they also reflect the strengths and interests of the department.

In Year 9 students may opt to take Art and / or Photography for a year, prior to making their GCSE subject choices to commence in Year 10. Currently in year 9, we have 6 Photography groups and 6 Art groups.

Art and Photography are both popular options at GCSE and A level; all students follow the AQA syllabus. We currently have 3 Art and 1 Photography groups, in Year 10 and 2 Art and 2 Photography groups in Year 11. Students are allocated 6 periods of teaching time across a fortnight. At A level we currently have 1 Art and 1 Photography group in both Years 12 and Year 13 (4 groups in total), following the Edexcel syllabus. Students are allocated 11 periods per cycle, groups are shared between two members of staff.

Staff in the department regularly run extra-curricular sessions for pupils of all ages but within their bubbles at this restrictive time, helped out by our 6th form Arts Ambassadors when possible. We seek to be involved in our local art scene, our students recently judging a photography competition for Ilkley Camera Club, and also hosting visiting guest speakers who are local practising artists, designers and photographers. Sixth form lessons involve working in and around the Ilkley area, taking advantage of the magnificent scenery and architecture on our doorstep. We have links with Ilkley Art School, many of our sixth formers attending life drawing classes on an evening. Student work is celebrated in our end of year exhibition, as well as taking part in the Red Kite Alliance Art exhibition held at Harewood House. We take students out on visits which recently have included a day trip to London Galleries, "Articulation" at Bolton Abbey, a visit to Relton and Marine art studio in Otley and a photoshoot at Leeds Markets and Ilkley Tarn. We also invite artists in residence wherever possible.

We are looking for a committed member of staff who is able to inspire and enthuse students about art and photography through a wide range of experiences, and contribute and work closely alongside the rest of the team. Knowledge of current good practice and new initiatives within Photography education is essential, plus working knowledge of using DSLR cameras and Photoshop. This role will include a range of teaching including KS3 Art and Photography plus GCSE and A level Photography.

Claire Harris
Head of Art – October 2020

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Photography with Art

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching Photography at KS4 and 5.	E	Application and selection process
<input type="checkbox"/> Successful experience of teaching Art at KS3.	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching Art and Photography across all key stages	E	Application and selection process
<input type="checkbox"/> Confidence using DSLR cameras and associated kit	E	
<input type="checkbox"/> Confidence using Photoshop.	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: