



Oakwood High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Post: Teacher of Art and Design in the Create Learning Zone. Permanent Post, to commence either September 2017 or January 2018, either full time or 4 days per week.

Job Description

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

1. Planning, Development and Co-ordination

- I. to set challenging teaching and learning objectives which are relevant to all pupils in their classes using the approach adopted by the school;
- II. to use teaching and learning objectives to plan and share lessons and sequences of lessons showing how this will assess pupils' learning;
- III. to select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate;
- IV. to contribute to teaching teams, meetings and events;
- V. to plan for the deployment of any support staff and work with them to develop their role in the delivery of the strategies that support the pupils' learning;
- VI. to plan opportunities for pupils to learn in and out of school contexts (including development of resources for the school (including IT resource banks);
- VII. to produce long and short term planning in accordance with school policy and procedures and within required deadlines;
- VIII. to implement and review subject Excellence Plans in conjunction with the Senior Leadership Team and/or line manager;
- IX. to develop, audit and update schemes of work and other documentation related to the use of Art and Design within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met;
- X. to develop strategies for the use of Art and Design to promote new teaching methods and improve learning throughout the Learning Zone and the school and monitor their effectiveness in raising standards of teaching and learning;

- XI. to lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching;
- XII. to manage the resources available for Art and Design and make recommendations in order to maintain and develop curriculum provision;

2. Monitoring and Assessment

- I. to make appropriate use of the school's monitoring and assessment processes to evaluate pupils' progress towards PIs;
- II. to use monitoring and assessment information to improve planning and teaching;
- III. to monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn;
- IV. to involve pupils in reflecting on, evaluating and improving their own performance and progress as per the whole school policy;
- V. to assess pupils' progress accurately using a range of evidence;
- VI. to identify and support pupils with differing levels of ability, including those who may have SEN, using their best endeavours to fully support all pupils' learning and progress.
- VII. to identify the levels of attainment for pupils learning English as an additional language and provide cognitive challenge as well as language support alongside the Art and Design curriculum;
- VIII. to record pupils' progress and achievements systematically and instigate appropriate interventions;
- IX. provide evidence of their progress and attainment over time to inform planning;
- X. to report to parents, carers, other professionals and pupils under the agreed reporting system;
- XI. to attend and participate in Tutor Review days and Parent's Evenings.

3. Teaching and Class Management

- I. to have high expectations of all pupils and build successful relationships centred on teaching and learning;
- II. to establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident;
- III. to ensure the deep learning of the curriculum for pupils;
- IV. to teach clearly structured lessons utilising a range of teaching strategies appropriate to the pupil(s) that motivate and engage;
- V. to promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning;
- VI. to provide quality first teaching and to differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress;
- VII. to organise and manage teaching and learning time effectively;
- VIII. to organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate;
- IX. to set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy;
- X. to anticipate, deescalate and manage pupils' behaviour constructively and promote pupil self-control and independence;

- XI. to use ICT effectively in delivery of teaching and learning;
- XII. to be accountable for the assigned timetabled classes over a sustained and substantial period of time;
- XIII. to provide homework, following the school homework policy which consolidates and extends learning carried out in the class and encourages pupils to learn independently;
- XIV. to work collaboratively with other professionals and where appropriate direct the work of support staff to enhance pupils' learning;
- XV. to recognise and respond effectively to equality issues as they arise in the classroom and challenge discriminatory language and views
- XVI. to recognise and respond effectively to bullying and harassment in accordance with school policy and procedures;
- XVII. to be committed to safeguarding and promoting the welfare of pupils and work actively with others to share this commitment, ensuring reporting of concerns or information is communicated promptly to the child protection team
- XVIII. to be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- XIX. to attend and participate in regular meetings;
- XX. to participate in training, continuous professional development and other learning activities as required including participation in the school's Appraisal and MRE processes.

4. Tutorship

- I. to ensure that the quality of personal interactions is supportive and designed to promote personal self esteem;
- II. to contribute to the school's system of recording achievement and reporting to parents through negotiating with pupils appropriate goals and reviewing their progress;
- III. to take responsibility for the oversight of the welfare and progress of a specific group of pupils as negotiated with the school leaders;
- IV. to positively monitor the progress of a group of pupils and form the primary communications link with pupils' families.

5. Specific duties relating to this post

To be determined in relation to criteria stated in the advertised post, these will include duties and assembly.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team and the leadership structure.

This Job Description will be kept under review and may be amended via consultation with the individual, governing body and/or Senior Leadership Team as required. Trade Union representation will be welcomed in any such discussions.



Person Specification
Teacher of Art and Design

Oakwood High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment
1	Qualifications and Experience			
1.1	Qualified Teacher or NQT Status	✓		AF
1.2	Degree in relevant subject: Art and Design	✓		AF
1.3	NQTS only, evidence of a successful experience as a pupil during teaching practice, within the secondary age range	✓		AF
1.4	A commitment to future training and development	✓		AF
2	Teaching and Learning			
2.1	Interest in practical/creative teaching	✓		I, R
2.2	Knowledge of educational developments		✓	I
2.3	Ability to organise and supervise the work of pupils so as to ensure that they make good progress	✓		AF, I, R
2.4	Outstanding classroom management	✓		AF, I, R
2.5	Experience of using IT in the classroom	✓		AF, I
2.6	Ability to use SIMs		✓	AF, I
3	Personal Qualities			
3.1	Conscientious, honest and reliable	✓		I, R
3.2	Able to make carefully considered decisions and assess risk	✓		I, R
3.3	Ability to work on own initiative	✓		R
3.4	Ability to communicate with a range of adults and pupils	✓		I, R
3.5	A commitment to self improvement	✓		AF, I
3.6	Capacity to motivate, inspire and challenge pupils, self and others	✓		I, R

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment
3.7	Ability to establish and maintain good relationships with a range of adults and pupils	✓		I, R
3.8	Inclusive	✓		AF, I, R
3.9	an understanding of and commitment to equal opportunities issues both within the workplace and the community in general	✓		I
3.10	a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	✓		I
4	Personal Circumstances			
4.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓		DBS
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974 (all spent convictions to be declared on the application form)	✓		AF/R
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓		AF/R
5	Physical Requirements			
5.1	Health and physical capacity for the role.	✓		I, R
5.2	A good attendance record in current employment, (not including absences resulting from disability)	✓		I, R

Key to abbreviations:

AF Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of Inspire Trusts Equal Opportunities in Employment Policy. All contracts of employment are with the Inspire Trust (which includes Oakwood High School and Sitwell Junior School).

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.