CIDARI

Blackburn Diocese Multi Academy Trust

Recruitment Pack

# Teacher of Art (Secondary) Fixed Term

Faith in Learning...

...Belief in Achievement.

**Cidari Education Multi Academy Trust Clayton House, Walker Park, Blackburn, BB1 2QE**

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# Our Mission

‘To provide high quality education for all children based on clearly established Christian values and principles’

St. George's School
A Church of England Academy

# Mission Statement

**Believe**
As a Church of England school and member of the Cidari family we encourage an understanding of the meaning, value, purpose and significance of faith through worshiping daily, and promoting Christian values through the experience we offer all our pupils.

**Achieve**
We set ambitious goals for our pupils regardless of background or prior attainment, believing in the limitless potential God has given to all - that all can achieve excellence through hard work, determination and resilience. Through offering a rich curriculum, combined with excellent teaching, we want all pupils to draw inspiration from all that has been thought, said and done, and to experience awe & wonder at the cultural and physical world that surrounds them. We challenge and encourage everyone to set their sights high in whatever fields they choose to pursue.

**Care**
The St. George's family believes a harmonious and inclusive community, underpinned by the values of respect, honesty and kindness, acts as a civilising influence for all. We aim for a safe, healthy and happy school where people of all faiths and no faith at all are welcomed and valued; a school that pupils love and in which they openly speak about feeling loved."

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| **Job Title:** | Teacher of Art |
| **Salary:** | Mainscale |
| **Start Date:** | November 2017 |
| **Academy:** | St George’s School – Cherry Tree Road, Marton, Blackpool, FY4 4PH |
| **Responsible to:** | Headteacher |

# St George's School, a member of Cidari Multi Academy Trust

St George's School (N.O.R.991) is a thriving Secondary School located in South Blackpool and a member of Cidari Multi Academy Trust since 2014. A Christian school is one in which the atmosphere has that kind of openness about it, that sense that people are worth spending time with, that people need time to grow, need loving attention.

As you are aware St George's is a Church school and more recently a member of the CIDARI Multi Academy Trust. Our Christian ethos underpins our pursuit of academic excellence and is a defining feature of our continued success. When parents, pupils and visitors walk around the school they comment on the feel, the ethos and the values. A statement that defines the work we do is '*Modern ambition built on traditional values'.*

At St George's we set our standards very high in relation to academic and pastoral support and have core non-negotiables that help everyone thrive. The School has been oversubscribed in recent years with 540 applications this year. The pace of change continues to accelerate '*under the clear vision, drive and determination of the new headteacher* 'as noted by Ofsted. CIDARI, staff and pupils are determined to hold fast to the principles which have brought the school to its present success and popularity. Those principles are a belief in the worth of each child and the worth of our work as educators in a Christian school.

Our recent Ofsted commented on these Christian principles, '*spiritual, moral, social and cultural development is of the highest quality highlighting the impact of Christian values on a whole school ethos'* At St George's this is not a bolt on, it is interleaved into the fabric of the school, through every system and in our vision for the future.

As headteacher of a Church school, pupils feeling cared for is of paramount importance and a distinguishing feature of St George's. When I meet with or deliver key messages to parents I want them to feel confident in their choice and always say that a guiding principle is that I want pupil's to say 'I loved school today and I felt loved' Again this was reflected in Ofsted '*the school is harmonious and pupils relate well to each other, pupil's behaviour is good, they are courteous polite and feel safe and pupils know their voice is valued by teacher, leaders and the Cidari Trust.*

Dear Applicant

Thank you for your interest in the post of Teacher of Spanish at St George's School.

For this exciting position, I am determined to recruit a talented individual who shares the school's vision to provide exceptional holistic education. You will show the drive, tenacity and ability to realise this ambition. You will need to demonstrate a commitment to your own education and to yours and others' professional development. This role is one where you must provide clear leadership, challenge and support to others and you must have the capacity to do this in a way that is professional, based on evidence and motivates your colleagues.

I firmly believe that our distinct ethos gives those who work at St George's the competitive edge. Ours is a culture of enthusiasm for high performance plus continuous improvement; and one of teamwork and open communication. By working together, we are afforded a distinct advantage in what we are able to offer new staff to St George's School. The opportunity for you to advance your career with us is first class and something we take seriously.

Attracting and keeping the best talent is the most effective way to grow a successful school, which is particularly important for us now as we push our pupils to greater GCSE success. You will also have the opportunity to work with colleagues across the Trust and with the schools strategic partners whilst working in partnership with the Teacher Development Trust and CUREE (centre for the use of research and evidence in education) in action research, some of which we hope to publish.

Working in the MFL Department you will make a real impact, achieving outstanding outcomes for our pupils and ensuring this will lead to 'outstanding'. This key role is a central part of St George's School and in achieving these ambitions you will contribute to provide outstanding pupil outcomes so that the pupils love the challenge of learning and demonstrate a thirst for knowledge.

I hope my determination to take the school to the next level is evident. I recognise that this is by no means easy and demands a relentless focus on standards and improvement to get there and stay there. The successful candidate will be someone who is genuinely up for the challenge. In return, we can promise an investment in you and your future and will provide you with first class professional development and career opportunities. We are working with children from all backgrounds, aged 11 to 16 and of all abilities, raising expectations of them and working hard to prepare them for life beyond the school. This job offers you an opportunity to showcase your talent and demonstrate your capacity to make a real impact in education.

Applying for a new role is a decision which comes with much thought and reflection and I hope that we have given you all the detail and information that supports you in making the decision to proceed with your application. If you are seeking a career move, where high standards and expectations are the norm, within a supportive and outward facing environment, then I should be really delighted to hear from you.

Good luck with your application.

**Mr G Warnock**
**Headteacher**

## Visions and Values Statement

St George's vision is to provide the highest quality education to all pupils with the context of Christian belief and practices enabling St George's to be recognised for consistent academic excellence and caring spiritual development. A school at the heart of the Blackburn Diocese, the local Blackpool community, a central part of the town's education system, helping meet the diverse needs of pupils both locally and town-wide, with strong support and participation from all our stakeholders, especially parents.

Our purpose is to inspire learners and equip them with the education that provides, skills, confidence, resilience and qualifications required to succeed in life academically and become responsible local and global citizens. We want everyone to have a clear sense of where they are now, their aspirations for the future and the journey needed to get there.

We aim to instill in all our pupils six key characteristics that will stand them in good stead whilst they are here and in whatever future path they choose:

- Confidence – self-belief and an ability to communicate clearly in any situation
- Consideration – respect for the views and values of others
- Determination – commitment to hard work, to achieve the highest standards possible
- Resilience – a willingness to learn from mistakes and maintain a positive outlook
- Independence – taking responsibility for themselves and their own learning
- Stewardship - accepting responsibility to shepherd and safeguard the values of others.

## Our philosophy

Spiritual, moral, cultural and social development underpins the academic. Our philosophy can be summed up as "Believe, Achieve, Care".

**Believe**

As a Church of England school and member of the Cidari family we encourage an understanding of the meaning, value, purpose and significance of faith through worshiping daily, and promoting Christian values through the experience we offer all our pupils.

**Achieve**

We set ambitious goals for our pupils regardless of background or prior attainment, believing in the limitless potential God has given to all - that all can achieve excellence through hardwork, determination and resilience. Through offering a rich curriculum, combined with excellent teaching, we want all pupils to draw inspiration from all that has been thought, said and done, and to experience awe & wonder at the cultural and physical world that surrounds them. We challenge and encourage everyone to set their sights high in whatever fields they choose to pursue.

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# Job Description

**Core purpose of the Role**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**At St George's School a teacher must:**

1.Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Uphold the Christian values and ethos of St George's

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Contribute to SMSC as a college tutor and subject tutor.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

**Personal and professional conduct**

At St George's all teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

**All staff will have a teaching responsibility**

1. The detailed knowledge and understanding of the Schemes of Work and Assessment Criteria for all classes for whom they have responsibility.
2. An awareness of the general requirements and standards of work required by their classes in the years before and after the year in question, thus ensuring a professional sensitivity to matters of progression, development and preparedness for future study.
3. Detailed record of the prior attainment and target levels / grades / outcomes for each child in each class for which they are responsible, and the on-going recording of performance against these measures.

4. The effective teaching, setting, assessment and marking of appropriate class work and homework in line with the Schemes of Work provided by their Line Manager / Head of Department.
5. The planning and delivery of differentiated work suitable to stretch all pupils in their teaching group(s), with particular reference to pupils with Individual Education Plans (IEPs).
6. The planning and delivery of appropriate opportunities to contribute to pupils' spiritual, moral, social and cultural development.
7. Clear, accurate and informative reporting to parents, whether oral or written, on pupils' progress as directed by their Line Manager / Head of Department.
8. The proper preparation of pupils, including revision advice, for internal and external examinations.
9. A full account of the attendance / absence of all pupils in all lessons for which they have a responsibility.
10. The good order, appearance and discipline of all pupils within and beyond the classroom.
11. Familiarity with and adherence to, School policies as detailed within the Professional Handbook for staff.
12. Liaison with their Line Manager / Head of Department with regard to any pupil whose progress is the cause of some concern.
13. Any other duties as reasonably required by the Headteacher, including an appropriate amount of classroom teaching.