

Now Recruiting



Stamford School

Head of Art

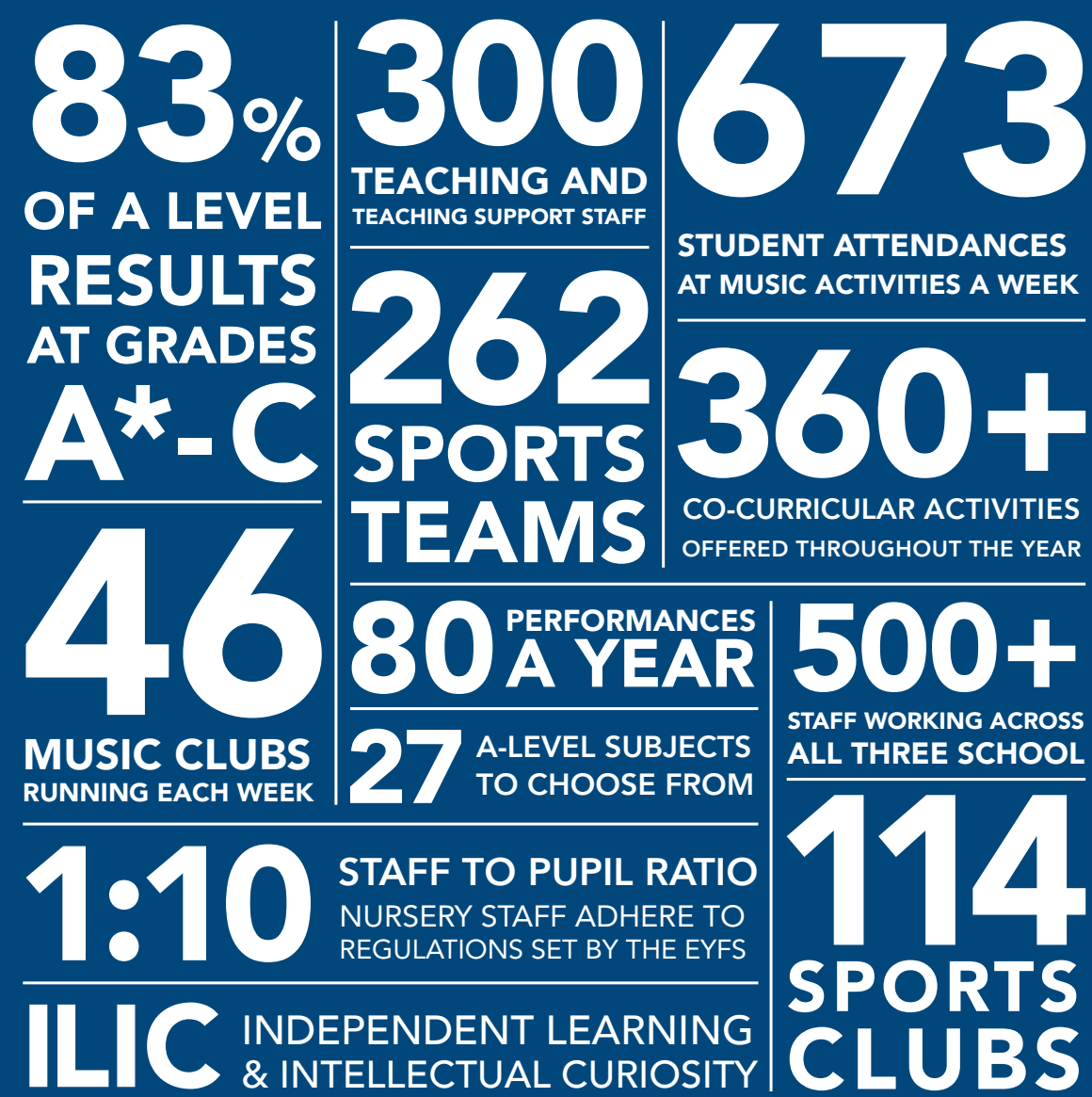
#greatplacetowork



Stamford
Endowed
Schools

independent schools for independent minds

“I love the idea of preparing our kids from the school room to the boardroom in the 21st century, wherever that boardroom is in a rainforest in Brazil or as a CEO or working with a charity in India. Just as we have a big responsibility, so will they. I want them not just to be content to live in the world but to change it. Exciting!” *Principal, Will Phelan*



Welcome to the Stamford Endowed Schools



Our unique team provides opportunities, experiences, influences and support that ignite fires within our pupils and encourages the spirit to succeed.

Commitment, care, enthusiasm and integrity underpin every aspect of life at the Stamford Endowed Schools. Our children are educated in an environment where learning is regarded as a privilege and key to unlocking all of life's possibilities.

Our teachers dedicate themselves to inspiring intellectual curiosity in the students in evermore innovative ways, whilst promoting and protecting the wellbeing of the children in their care.

As a community our Schools work in harmony, blending students of different backgrounds and broadening their horizons with the many opportunities available in and beyond the classroom. As a result, the students are equipped not only with exceptional examination results, but a wide range of experiences which prepare them for whatever path they choose in life.

Will Phelan, Principal





Introducing the Head



“I believe it is essential that from an early age we encourage children to develop a desire for learning and it is through an exciting and engaging curriculum that we can achieve this.”



Mr Nick Gallop
Head of Stamford School

Stamford School has been educating boys for over 475 years. Today, we maintain our traditional values but with a very modern outlook. We understand how to build in our pupils a love of learning and develop intellectual curiosity, to instil the values of teamwork and competition on the sports field and through adventure and to fire imaginations through music, art and drama.

The Role



The Stamford Endowed Schools (SES), are seeking to appoint a well-qualified, experienced and enthusiastic Head of Department to lead the Art Department at Stamford School. The post would be suitable for someone looking for a first Head of Department post or a further move in middle management.

The successful applicant will be required to manage the teaching of Art to pupils from Y7 to Y13 and will be expected to teach Art to all age groups, including GCSE and A Level. The Head of Art will also be expected to make a significant contribution to departmental activities outside the classroom, e.g. organisation of trips, visiting artists, arranging workshops, etc. The careful management of the art budget is also a requirement and also the coordination of exhibitions in the gallery space to coincide with Parents' Evenings. Exam entries are made by the HoD and they complete all the coursework and external set task marking for both GCSE and A Level. These marks have to be coordinated with the work produced at Stamford High School too as we are one exam centre. Pupil tracking is also important, so that the HoD is aware of the progress of every pupil studying art.

A willingness to offer support to other aspects of the extra-curricular life of the school is assumed.

A real passion for painting and drawing is essential and 3-D skills and knowledge of Photoshop would be desirable. A thorough knowledge and enthusiasm for art and artists is required so that pupils can be guided towards studying the most appropriate practitioners to help them with their art projects.

The department consists of three experienced full time artists who teach Art to pupils in Year 7 to A Level at Stamford School. While teaching from Year 7 to Year 11 will be in single gender classes, classes in the sixth form are co-educational. The subject is popular with pupils and the facilities are excellent. There is also a full time technician working across Stamford School and Stamford High School. Art is compulsory for all pupils in Year 7. Pupils then opt for Art in subsequent years with typically 20-30 boys taking the subject for GCSE and 30-40 boys and girls opting for A Level. Set sizes are small.

The Department



Art and Design at Stamford School is an energetic and creative department, committed to providing opportunities for pupils to realise their full creative potential. The study of Art is seen as essential to the observation and perception of the visual world. The aesthetic and creative development of individuals is the core aim of the department and it is recognised that this subject can provide a healthy balance to the purely intellectual, scientific and technical approach of some subjects.

Individual and ambitious artistic solutions to projects are encouraged, together with the expectation of high achievement, pride and enjoyment of work. Enthusiasm and interest in the worldwide culture of art and design and response to existing works of art is expected. Visits to exhibitions and galleries are a key source of inspiration. Visits from practising artists and lectures help to enthuse the pupils.

The department encourages pupils to participate in art and design outside their scheduled lesson times. There are junior art clubs, a life drawing class for the sixth form, after school art for exam groups until 5.30pm three nights per week and on Saturday mornings the senior school art rooms are open for further course work activities. The Art and Design department thrives on the imagination and enjoyment that pupils at the Stamford Endowed Schools achieve during their creative studies. Current programme of study:

YEAR 7

This year is an introduction to the techniques and materials involved in drawing, painting, collage, sculpture and other media. The pupils develop their creativity and imagination through sustained activities.

YEAR 8

The emphasis is towards a more experimental approach. We continue with work started in Year 7 but concentrate more on the 'use' of materials. This helps them to build on and improve their practical and critical skills and to extend their knowledge and experience of materials, processes and practices.

YEAR 9

We build upon the skills from Year 7 combined with the experimentation from Year 8. A more individual approach to art and design problems is encouraged. This year forms an introduction to the GCSE Art course. They engage confidently with art, craft and design in the contemporary world and from different times and cultures. They become more independent in using the visual language to communicate their own ideas, feelings and meanings. We have visits from practising artists e.g. Marc Olivent, a graphic book illustrator.

YEAR 10 & 11

Students have the opportunity to develop their drawing and painting skills further and broaden their understanding and knowledge of art and design by learning from the work of expert practitioners as well as experimenting with printmaking and ceramics. The GCSE course comprises of a course work portfolio and an externally set task, which is completed in year 11.

GCSE

- Years 10 and 11
AQA GCSE Fine Art (8202)
- Component 1
Portfolio (8202C)
- Component 2
Externally Set Assignment (8202X)
- Course work completed first, then the terminal exam from January to May of the year of entry

A LEVEL

In the Sixth Form, students are encouraged to combine breadth and depth of study with choice. The A Level course encourages individuality, investigation, exploration and discovery and the students will initially experiment with different media and approaches then go on to complete an extensive personal investigation project, together with an externally set assignment. Individual and adventurous responses to stimuli are encouraged.

- AQA 7202
Art: Fine Art
- 7202/C
Personal Investigation
September of first year to January of second year
- 7202/X
Controlled Assignment
February to May of second year

Art is accommodated in its own building, which was refurbished with an Italian designed interior with three teaching rooms, a gallery, a ceramics room with two kilns, a dark room, staff room, a comprehensive art library, a Sixth Form study room, store rooms and a technician's workshop. The art rooms are all fully equipped with art materials and computers.



Teaching at Stamford School



Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach...

CORE PURPOSE

To lead the Art department at Stamford School in a manner which inspires and enthuses both staff and pupils, drawing on the latest resources and teaching methods and delivering Art from Y7 through to Y13.

RESPONSIBILITIES

- Be a dynamic and experienced practitioner and have a track record of successful performance in public examinations and university entrance.
- Keep up to date with, and respond to, national developments in Art as well as teaching practice and methodology.
- Oversee day-to-day management, control and operation of courses in the department including the effective deployment of staff and physical resources.
- Devise suitable Schemes of Work that allow pupils to develop the necessary skills to succeed in the subject.
- Understand student data and how it can best be used to monitor progress.
- Ensure IT is utilised in the teaching of Art to maximum effect.
- Ensure the quality of Art teaching throughout the Schools and advise the Heads and Deputy Heads Academic on the achievements of the Department as well as potential areas of concern. This will require regular departmental meetings, lesson observations, scrutiny of pupils' written work, and liaison with other Heads of Department as appropriate.
- Analyse and appraise members of the department, provide quality feedback, and ensure professional development.
- Ensure the department understands, and are implementing, both departmental and school policy.
- Manage the departmental budget.
- Communication of the vision and ethos of the Schools.
- Collaborate effectively with the Art Department of Stamford High School



Candidate Specification



ESSENTIAL

- Have a good honours degree in Art or a related discipline and a post-graduate certificate in education or similar.
- Be an excellent classroom practitioner.
- Have a keen interest in, and up to date knowledge of teaching and learning pedagogy
- Have strong organisational and administrative skills.
- Be a good communicator who is accessible to pupils, colleagues and parents.
- Have an interest in all aspects of a busy school.
- Have a good understanding of Art in the secondary curriculum and the issues facing Art Departments and a good knowledge of all current and new examination specifications.
- Have the ability to work flexibly and to prioritise.
- Have an extensive knowledge of art and artists

DESIRABLE

- Have some management experience or experience of leading department initiatives
- Interest, or experience, in the development of the use of IT in teaching and learning
- Previous experience in boarding.
- A willingness to contribute to an area of the extracurricular programme

A Great Place to Work



**LARGEST
EMPLOYER
IN STAMFORD**

**COMMITMENT TO
STAFF WELLBEING**
WITH DEDICATED WELLBEING
GROUP AND INITIATIVES
TO SUPPORT STAFF

**ABOVE AVERAGE
SALARIES WITH
STAMFORD**

ENDOWED SCHOOLS

PAY SCALES

SUPPORT FOR
EMPLOYEE PERSONAL &
CAREER DEVELOPMENT AND CPD

**ACCESS TO
PENSION
SCHEME**

**ACCESS TO A
CONFIDENTIAL
EMPLOYEE
ASSISTANCE
PROGRAMME**

SCHOOL FEES REMISSION ARRANGEMENTS

**A DEVELOPING STAFF
SOCIAL SCENE**

INCLUDING JOINT SPORTS,
CRICKET, NETBALL AND
OTHER SOCIAL EVENTS

**SUBSIDISED FAMILY
MEMBERSHIP
TO SES SPORTS CENTRE**

The Application



Candidates should download the application form and send the completed form along with a covering letter of application to Kay Rainsby, Head of HR at recruitment@ses.lincs.sch.uk or to The HR Department, Stamford High School, High Street, St Martin's, Stamford, Lincs, PE9 2LL.

Informal discussion with Harvey Hewlett via email in the first instance hphewlett@ses.lincs.sch.uk

Closing date for applications is **Monday 26th February** at 12 noon.

Interviews will be held on **Friday 2nd March**.

Stamford School



Stamford School is one of the nation’s most historic independent schools.

Founded in 1532, it is one of only five ‘chantry’ schools that, along with Eton College, Winchester College, Berkhamsted and St Albans, survived the Reformation era, largely due to the personal intervention and support of one of its former pupils, Old Stamfordian Sir William Cecil (later Lord Burghley).

Today, Stamford School is a thriving community of mostly day pupils, alongside a vibrant and growing boarding community of around 100 boys.

Perhaps the first aspect to emphasise is our

structure: five years of single gender teaching and learning (ages 11-16) followed by a co-educational learning environment in the Sixth Form, spanning two schools across the town. It is a structure that has not been stumbled upon by chance or accident, but one that allows us to provide an education that is finely tuned to boys in those hugely formative years and, we believe, is the reason why Stamfordians emerge from the school as well-rounded and well-skilled as they do; highly aspirational for themselves, but also highly considerate of others.

EXTRA SUPPORT

One of the aspects that regularly strikes newcomers to the school is the supportive, compassionate, service-orientated ethos at the school’s heart. This can be seen through subject prefects and peer mentors supporting the younger years in tutor groups, clubs and societies. It is also regularly seen through the many thousands of pounds raised, and many hours of time freely given to charitable organisations that support some the most vulnerable in our society, such as Cancer Research, #TeamGeorge, the Matt Hampson Foundation, Lincs to India, the Evergreen Care Trust, the Leprosy Mission.

At the core of the schools lies a creative and innovative learning community: the boys

thoroughly enjoy their lessons and the positive relationships that they have with their teachers. Our curriculum is adapting to embrace higher-level metacognition skills – self-awareness, self-reflection and deeper thinking – at an earlier age; a diverse and enriched Sixth Form curriculum that includes over 25 subjects as well as a Sport BTEC, MOOCS, Microsoft accredited courses, and excellent engagement and results with the Extended Project Qualification.

This is all supported by outstanding pastoral care in boarding houses (Browne, Byard and St Martins) and in day houses, which provide engagement and enjoyment for all pupils.

CAREERS AND ENRICHMENT

The school has an excellent track record of careers and university advice to support pupils into the most selective universities, whilst also recognising the growing diversity of routes into careers and professions. The majority (90%+) of our pupils go on to university, and 90% of those are successful in achieving entry to their university of choice. However, a small but growing number are taking advantage of some excellent alternatives such as undergraduate schemes with the merchant navy, Royal Navy, and private firms like Mercedes and Jaguar Land Rover; internship in Architecture; degree apprenticeship with BAE Systems.

We have a tremendously diverse academic enrichment programme with a wealth of

opportunities for all: foreign language exchanges – including to Russia, Germany, France and Spain; success with reading passports; entry rates to National Poetry Day; excellent participation academic/business competition; the Engineering Education Scheme, the Cambridge Chemistry Challenge; Mathsfest; Stem projects; the thriving Junior debating club on Monday lunchtimes; the Y10 boys who won the regional final of Coca Cola’s Real Business Challenge and qualified for the National Final; success for our younger pupils in the Spanish spelling competition; a wide range of clubs and societies, including astronomy, dissection, genealogy, robotics, and an extensive programme for academic scholars.

CO - CURRICULAR

Another aspect is our outstanding support and achievement in drama, music and the creative arts. Productions include musicals (Grease, Les Miserables) and classics such as Arthur Miller’s The Crucible and Tom’s Midnight Garden. Music is such a crucial and core part of life at the school: well over 200 individual music lessons for boys take place every week at Stamford School and the Vox choir sees well over 40 boys in the lower years attending each week.

We also have a really vibrant and prosperous adventure and outdoor pursuits programme. Extensive support for the school’s DofE programme, bush-craft and climbing clubs, a Combined Cadet Force that encourages participation and success: our RAF cadets came 5th nationally in the Air Squadron Trophy competition out of several hundred school CCF sections that entered. In overseas trips, pupils have

visited many dozens of sites and locations from Cambridge to Croatia; Bosworth to Barcelona; Poland, Washington, New York.

Finally, the school has a national reputation for sport and games. For instance, amongst many others, we field 23 rugby teams a week, 21 hockey teams, 15 cricket teams, 8 tennis teams. Across Years 7 and 8 more than 90% of boys have represented the school in some sporting form over the course of a year. Strength and enjoyment is far wider than the major team sports: our gymnasts won silver at the Nationals; our badminton U18 B team had 8 wins from 8; our younger years in the pool all had winning seasons as did our squash players. The U15 cricket team reached the national semi-finals as regional champions whilst in Hockey the boys were county champions in 5 age groups, with the 1st XI reaching that last 8 nationally.

The Schools are a part of the great heritage of Stamford and a symbol of its vibrancy and evolution. Consistently providing a first-class education for their children. Today the Schools remain interwoven with Stamford life, to which our students, teachers and parents contribute greatly.



Part of the Community



Children of families from all walks of life have the opportunity to gain a place at our Schools and the surrounding community enjoys and benefits from the presence, activities and facilities of the Schools.

ROUNDED AND GROUNDED

Stamford School has a strong reputation for success, from academic excellence to outstanding achievements in music, drama, sports and adventure. We foster within our boys a sense of personal responsibility, service to the community and leadership, underpinned by a pastoral ethos which places the well-being of the boys at the heart of all we do. A Stamford School boy is rounded and grounded.

The pupils experiences at Stamford School will promote a sense of intellectual curiosity and

a love of learning which will remain with him throughout life. A broad curriculum coupled with innovative and enthusiastic teaching provides an environment in which young minds are stimulated and developed. Academic learning is enriched by a wide variety of educational visits and international exchanges. Our extensive co-curricular programme completes a well-rounded learning experience, giving our students the opportunity to develop their interests and abilities in an impressive range of activities.

PASTORAL CARE

Our pastoral programme is given the highest priority, as we know that happy, cared-for children are most likely to thrive. There are many structures in place to ensure that the welfare of every child at our School is safeguarded and that their progress is monitored carefully. Form Tutors develop good relationships with each member of their set and

are quickly able to identify problems. The house system mixes boys across the School, providing the younger boys with good role models and creating within the older boys a sense of responsibility. Student mentors support the younger boys and are willing to discuss any issues they might have.

Additional Information



Further details can be found on the School's website, www.ses.lincs.sch.uk

Boarding is a thriving part of SES. Single accommodation may be available to suitable candidates willing to make a contribution to this important area of school life.

We offer a wide range of extra curricular activities and would require the successful candidate to make a regular commitment to leading and supporting an activity or sport.

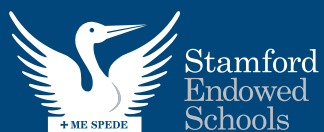
INDUCTION AND PROFESSIONAL DEVELOPMENT

There is a sharp focus on the professional needs of the teaching staff and coaches. The Schools have a generous INSET budget and teachers/coaches are encouraged to extend their professional development through the attendance of courses. There is an effective Professional Review system.

SAFEGUARDING

The Stamford Endowed Schools are actively committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).





Brazenose House, St Paul's Street, Stamford, Lincolnshire, PE9 2BE
T. 01780 484273 • E. recruitment@ses.lincs.sch.uk • W. www.ses.lincs.sch.uk
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