Subject Leader Art

Post title:	Subject Leader of Art
School:	Walton High
Line manager/s:	Assistant Principal
Supervisory responsibility:	Line management of a team of 3 teachers The postholder may be responsible for the deployment and supervision of the work of Learning Support assigned to their class(es)

Main purpose of the job:

- Improve the quality of teaching and learning in Art to outstanding
- Support colleagues to embed AfL, Building Learning Power and the student centred learning that is at the heart of Walton High's Learning and Teaching policies. This is to be achieved through modelling best practice, mentoring and coaching
- Monitor, evaluate and be accountable for the quality of teaching and learning
- Be responsible for the learning and achievement of all students in allocated classes, ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in students' work and conduct
- Work proactively and effectively in collaboration and partnership with learners, other staff, parents/carers, governors and external agencies in the best interests of students
- Fulfil the professional responsibilities outlined in the current ***School Teachers Pay and Conditions Document*** **and** ***Teachers' Standards***
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Duties and responsibilities

All MKET teachers are required to carry out the responsibilities of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document.* Teachers should also comply with the Teachers' Standards. A teacher's performance will be assessed against the teachers' standards and individual performance objectives as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age, ability and subject(s) taught
- Take a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of students taught
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate
- Participate in arrangements for examinations and assessments

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect 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 students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out break and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures

Team working and collaboration

- Proactively participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and take a leading role in sharing the development of effective practice with them
- Take a leading role in the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents with regard to students' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive and substantial contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as directed
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of own teaching and assessment procedures, and that of others; evaluating the impact on students' progress, attainment and well-being, refining approaches where necessary responding to and providing advice and feedback
- Be responsible for improving own teaching, and that of others, through participating fully in training and development opportunities identified by the school or as developed as an outcome of the appraisal process
- Proactively participate with appraisal arrangements in accordance with MKET's Teachers' Appraisal Policy

Other

- To have professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Principal

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification
Subject Leader

Specification	Essential	Desirable	Evidence
Qualifications	Qualified teacher status	Postgraduate degree and/or further relevant professional studies.	Application form
Experience	Experience of successfully teaching Art to GCSE.	Teaching experience in a school with a sixth form. Experience as a GCSE and/or A level examiner/moderator.	Application form and interview
Philosophy	Commitment to embedding the school's Learning and Teaching policy. Commitment to self evaluation and continuous improvement. Commitment to sharing best practice. Belief in the positive difference high quality educational opportunities make to peoples' lives.		Application letter and interview
Leadership and management	Involvement in the development, implementation and monitoring of subject area policies. Experience of successfully inducting and/or training staff. Commitment to distributed leadership and capacity building. Experience of successfully planning for improvement and managing change.	Involvement in the development, implementation and monitoring of whole school policies. Leading initiatives with partners, e.g. parents, governors, the local community. Experience of working collaboratively with other schools /organisations.	Application letter and interview

Professional knowledge / understanding	Understanding of the Art National Curriculum at KS3 and requirements of GCSE & A Level syllabi. Understanding of what constitutes added value in an educational context. Thorough understanding of current initiatives in Subject. Awareness of how to use comparative data for benchmarking and target setting. Understanding of the pastoral role of schools and the work of external agencies.	Experience of working with other agencies to enrich the education of students.	Application letter and interview
Community links	Commitment to providing high quality learning opportunities for the whole community. Commitment to working in partnership with parents. Commitment to working in partnership with businesses and the wider community.	Experience of working with other organisations to provide learning opportunities. Successful experience of promoting parental involvement. Successful experience of involving businesses and the wider community in the life of the school.	Application letter and interview
Skills, attributes and personal qualities	Ability to inspire, challenge and motivate staff and students. Excellent interpersonal skills. Ability to give and receive effective feedback and act to improve own performance and that of others. Ability to explain ideas clearly and succinctly.		Interview

	Competent user of ICT. Ability to ask for advice and support where necessary. Self motivating with a positive outlook. Ability to work to deadlines and under pressure. Excellent attendance and punctuality record.		

Walton High was established with the intention of innovating, continually drawing on best practice and being open-minded to new ideas and situations. We are genuinely interested in distinctive and dynamic methods of teaching and learning.

Dress Code

Principles

Walton High recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

Practice

All members of staff at Walton High follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress.

Male staff are expected to wear a jacket and tie when working with students in a classroom context. Similarly, whilst business suits are not essential for female staff, a similar level of smartness is expected. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. In warmer weather the Principal may inform male staff that jackets and ties are not necessary. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.

General Requirements

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

Commitment to uphold MKET's Equality and Health and Safety policies.

All staff must follow the MKET Code of Conduct.

All staff must have an understanding of the requirements of Data Protection and confidentially in the workplace.