Headteacher: Mrs Maria Williams MA NPQH





October 2018

Dear Applicant

**Re: Director of Learning: Creative Arts (Technology) and “Open” bucket**

Thank you for showing an interest in the above post.

I enclose some information to help you if you decide to apply for the post: an application form including equal opportunities form; a ‘snapshot’ view of Brigshaw and a job description. Further information about the school, including a map, can be found on our website, [www.brigshaw.com](http://www.brigshaw.com). Our 2013 Ofsted Report is also available through [www.ofsted.gov.uk](http://www.ofsted.gov.uk). However, like all Ofsted reports, it should be handled with caution!

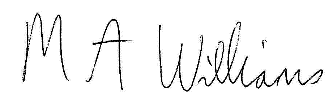
As well as completing the application form, your application should include a letter (no more than 2 sides of A4), outlining how your experience, skills and qualities will enable you to fulfil the role of Director of Learning: Creative Arts.

**I would draw your attention to the sheet within the pack which outlines the requirements of the Asylum and Immigration Act 1996 and the relevant document required, if you are invited for interview.**

The closing date for applications is **Friday 19th October at 9am** and we intend to interview shortly after this date. If you do not hear from us, I am afraid that, on this occasion, your application will have been unsuccessful, but I wish you well in your future job-hunting.

I look forward to receiving your application if you decide to apply.

Yours faithfully



Maria Williams

Headteacher

***Brigshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***



Allerton Bywater, Castleford WF10 2HR

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Job Description

**Job Title: Director of Learning: Creative Arts (Technology) & “Open”**

**Salary: L8 – L11**

**Responsible To: Assistant Headteacher (Curriculum)**

This job description must be read in conjunction with the professional duties set out in the current School Teachers’ Pay and Conditions Document, the Teachers' Standards which the postholder is expected to meet. It will be reviewed regularly and amended to reflect or anticipate changes in the job in line with the future development of Brigshaw High School.

**Responsible for:**

Leading the development of all aspects of Creative Arts with direct line management of **Technology** (Art, Music, Performing Arts) and subjects in the “**Open”** bucket within the school and the line management of staff members within the Creative Arts team (in conjunction with the Subject Leaders for Music, Drama, PE, Business, Health, ICT).

**As a senior leader**:

* Strategically leading the Creative Arts team and support a whole school strategic responsibility and quality assurance processes in such a way as to meet national and school based targets
* Strategically leading, developing and implementing whole school Creative Arts
* Ensuring that the quality of learning and teaching within Creative Arts is consistently good and outstanding.
* Ensuring that the Creative Arts team is part of the school learning community programme and actively engages in wider learning communities within the Trust and across the City of Leeds
* To be a member of the Extended Leadership Team and to contribute to the development of the school and the promotion of a high achieving, aspirational, positive, supportive ethos in the school
* To have a high profile around school to ensure high standards of behaviour by modelling good practice to other colleagues
* To be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person..
* Other duties as determined by the Headteacher

**As Director of Learning:** Creative Arts (Technology)

To be accountable for ensuring each individual pupil achieves their optimum level in Creative Arts and to monitor and support individual pupil progress according to their needs.

To lead, develop and enhance the teaching practice of teachers, evaluating the quality of teaching and securing and sustaining its effectiveness in Creative Arts

To be accountable for the leadership and management of Creative Arts across the curriculum, the development and implementation of policies, plans, targets and practices within the context of the school‘s aims and policies.

To effectively line manage teaching and support staff in Creative Arts, where relevant.

**Strategic Development and Self Evaluation**

* Lead effective self evaluation of Creative Arts in line with whole school self evaluation cycle and provide reports for the Headteacher and Governors as requested.
* Lead the strategic development of the department within the whole School Development Plan (SDP) and oversee Department Improvement Plans which are led by the outcomes of rigorous self evaluation.
* Monitor the quality of teaching and learning and develop improvement strategies as relevant.
* Analyse and interpret school, local and national data, research, inspection outcomes to inform policies, practices, expectations, targets and teaching methods.
* Be accountable to the Governors through theHeadteacherl for the standards of teaching, learning and student achievement within the department.
* Ensure all health and safety requirements are in place and being adhered to (including risk assessments).
* Ensure statutory requirements for ICT within the subject are in place.
* Prepare for and undertake an annual review of the curriculum area’s progress with the relevant line manager and link governor.

**Leading and Managing Staff**

* Line manage all teachers and associated support staff setting expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
* Appraise staff as required by the school’s Appraisal Policy and use the process to develop the professional effectiveness of staff.
* Develop and enhance the teaching practice of other teachers so that students make effective educational progress by:
  1. Acting as a ‘teacher consultant’, modelling best practice and securing support and guidance for teachers experiencing difficulty
  2. Providing guidance on suitable choices of Teaching and Learning methods to meet the needs of all students
* Ensure that statutory requirements where relevant are met.
* Ensure curriculum coverage, continuity and progression for all students including those with SEN. Pupils eligible for Pupil Premium funding and More Able students.
* Ensure that all practices in marking, assessment, recording, reporting, behaviour management, anti-bullying and inclusion follow whole school policy and practice.
* Manage the department’s involvement in ITT and the award of QTS.

**Student Achievement**

* Ensure all students have appropriately challenging targets in order to achieve outstanding outcomes and ensure effective monitoring of student progress towards those targets is in place.
* Ensure student behaviour supports learning across the department and contributes to the whole school position on managing behaviour and provide support for teachers that may need it.
* Use data effectively to identify students who are underachieving and where necessary create and implement strategies to address the causes of the underachievement.
* Ensure the department contributes to developing students’ understanding of their roles as citizens of the school, local, national and global community.
* Provide opportunities for students to participate in work related learning and develop Creative and ICT skills.
* Ensure students are properly prepared for examinations in line with national expectations.

**Resource Management**

* Ensure the effective deployment of resources by staff within the department.
* Establish staff and resource needs, determine priorities for expenditure and allocate available resources with maximum efficiency to meet school/departmental objectives.
* Monitor and account for budget spending to Headteacher.

**Other Duties**

* Establish and maintain effective communication with parents/carers.
* Promote participation in extra-curricular activities and Immersion Days.
* Play a full part in the life of the school, support its ethos, attend events and encourage colleagues to do likewise.
* Ensure health and Safety is a priority and is properly understood and adhered to
* Undertake other duties as directed by the Headteacher.
* Prepare and hold assemblies/presentations.

This post is subject to an enhanced Disclosure and Barring Service check



**JOB SPECIFICATION**

**Director of Learning: Creative Arts (Technology)**

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| An ability to teach Art and Technology is desirable. | | |
| **Leadership skills – the ability to lead and manage people to work towards common goals** | | |
|  |  | **How Identified** |
| 1. support and demonstrate commitment to the vision for the establishment and development of Brigshaw | Essential | App/Ref/SP |
| 1. support the SLT in the management of change and improvement in pursuit of strategic objectives | Essential | App/Ref/SP |
| 1. prioritise, plan and organise | Essential | SP/Ref |
| 1. direct and co-ordinate the work of others | Essential | SP/Ref |
| 1. build, support and work with high performing teams | Essential | SP/Ref |
| 1. work as part of a variety of teams | Essential | SP/Ref |
| 1. devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out | Essential | SP |
| 1. motivate and inspire students, staff, parents, carers, governors and the wider community | Essential | Ref/SP |
| 1. set standards and provide a role model for students and staff | Essential | SP/Ref |
| 1. seek advice and support when necessary | Essential | Ref |
| 1. deal sensitively with all stakeholders in a wide range of situations and resolve conflicts with empathy | Essential | SP/Ref |
| 1. command credibility through the discharge of their functions and influence others | Essential | App/Ref |
| 1. provide professional direction to the work of others | Essential | App/Ref |
| 1. make informed use of inspection and research findings | Essential | App/Ref/SP |
| 1. apply good practice from other sectors or organisations | Essential | App/SP |
| 1. have senior management experience | Desirable | App/Ref/SP |
| 1. commitment to equal opportunities and work/life balance | Essential | App/Ref/SP |
| 1. understanding about the strategic importance of the Creative Arts | Essential | App |
| 1. Support and promote Brigshaw’s Cooperative ethos and values | Essential | SP |
| **Decision-making skills – the ability to investigate, solve problems and make decisions** | | |
| 1. make decisions based upon analysis, interpretation and understanding of relevant data and information | Essential | SP |
| 1. think creatively and imaginatively to anticipate and solve problems and identify opportunities | Essential | App/SP |
| 1. demonstrate good judgement | Essential | SP |
| 1. ability to secure value for money for the school | Essential | SP |
| **Communication skills – the ability to make points clearly and understand the views of others** | | |
| 1. communicate effectively using a variety of media both orally and in writing to a range of audiences | Essential | App/SP |
| 1. negotiate and consult effectively | Essential | App/Ref/SP |
| 1. manage good communication systems | Essential | App/SP |
| 1. chair meetings effectively | Essential | App |
| 1. develop, maintain and use an effective network of contacts | Essential | App/SP |

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| **Self-management skills – the ability to plan time effectively and to organise oneself well** | | | | |
| 1. prioritise and manage their own time effectively | Essential | | SP | |
| 1. work under pressure and to deadlines | Essential | | Ref/SP | |
| 1. achieve challenging and changing professional goals | Essential | | SP | |
| 1. take responsibility for their own professional development | Essential | | SP | |
| **Attributes** | | | | |
| 1. personal impact and presence | Essential | Ref/SP | | |
| 1. adaptability to changing circumstances and new ideas | Essential | Ref/SP | | |
| 1. energy, vigour and perseverance | Essential | Ref/SP | | |
| 1. self-confidence | Essential | Ref/SP | | |
| 1. enthusiasm | Essential | Ref/SP | | |
| 1. intellectual ability | Essential | Ref/SP | | |
| 1. reliability and integrity | Essential | Ref/SP | | |
| 1. commitment | Essential | Ref/SP | | |
| 1. sensitivity | Essential | Ref/SP | | |
| **Training and Qualifications** | | | | |
| 1. Qualified Teacher Status or other educational qualification | Essential | App / Checking at interview | | |
| 1. A degree or management qualification | Essential | App | | |
| 1. Evidence of continuous professional development | Essential | App | | |
| **Special Knowledge** | | | | |
| 1. Good classroom practitioner | Essential | App/Ref/SP | | |
| 1. The theory and practice of development planning | Essential | App | | |
| 1. The requirements for Appraisal | Essential | App | | |
| 1. The local, national and global educational trends and their impact | Essential | App/ | | |
| 1. Knowledge understanding and experience of all phases of secondary education | Desirable | App/Ref/SP | | |
| 1. Proven record of successful leadership, management and raising achievement | Essential | App/Ref/SP | | |
| 1. Knowledge of current legislation and legal requirements | Essential | App/SP/Ref | | |
| **Disposition and Attitude** | | | | |
| 1. Positive and optimistic attitude towards School Improvement and Inclusion | Essential | | | SP |
| 1. Open-minded and receptive to new ideas, approaches, challenges and able to innovate | Essential | | | SP |
| 1. Places high priority on effective team working and works easily and comfortably in a team environment | Essential | | | SP |

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| **Practical and Intellectual Skills** | | |
| 1. Ability to analyse and evaluate multi-dimensional and complex situations | Essential | SP |
| 1. Well developed planning, evaluating and implementation skills | Essential | SP |

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| 1. Ability to drive change through to successful completion whilst ensuring that all parties share a common vision and ownership of the changes | Essential | SP |
| 1. Experience of teaching a range of key stages | Desirable | App/Ref/SP |
| 1. Effective use of ICT for a range of purposes | Essential | APP/SP/Ref |

##### ***Key:***

**App** – Application Form

**Ref** – Reference

**SP** – Selection process. This could include a range of exercises, including an interview.

Headteacher: Mrs Maria Williams MA NPQH



**Brigshaw High School – Current Context**

This is a 'snapshot' view of Brigshaw High School. We hope it will give you a flavour of our vision, values and some of our current priorities.

Brigshaw is a thriving, popular school, occupying a large, attractive campus between Kippax and Allerton Bywater. Pupils come to us from these two “villages”, as well as from Great and Little Preston, Swillington, Micklefield, Methley, Woodlesford, Garforth and the outer Leeds suburbs. About 25% attract Pupil Premium funding. There are currently 1300 pupils on roll, including 136 in the Sixth Form. Our planned admission limit is 240 per year and we are once again fully subscribed in Year 7 for 2018. On September 1st 2016 we converted to Academy status alongside five of our partner primary schools as part of The Brigshaw Learning Partnership. Having worked together for several years as a very successful Trust, this conversion has been a natural progression. Our new status is helping attract additional school improvement resources and we are actively seeking further challenge and scrutiny for ourselves to help us raise achievement.

Pupil achievement and attainment remain at the heart of what we do. We are committed to maintaining a balanced curriculum offer and insist on consistently good teaching. Post-16 outcomes are good and retention is high. The number of 16-18 leavers in education, employment and training is regularly one of the highest in the city. This reflects the excellent work done by our transition staff as well as the solid grounding our curriculum provides in preparation for life beyond Year 11. Most of our Year 13 leavers go on to their first choice universities, including Cambridge and Oxford. In autumn 2018 30% of our leavers began a degree in a Russell Group university.

We are a “resourced school” for pupils with physical disabilities and our excellent inclusive practices have meant that pupils with a very wide range of special and additional needs come to Brigshaw from further afield through parental preference. They believe their child will succeed and thrive here. We believe that our effectiveness as a school should be judged on the basis of how we support our most vulnerable children as much as our most able.

We have made significant improvement and progress without sacrificing Brigshaw's traditional qualities: all staff who work at Brigshaw are asked to commit to providing ‘every child every chance of success, whatever it takes’.  Caring for our pupils as individuals, and providing a supportive learning environment allows young people freedom to develop ‘Respect For Learning’, develop themselves as successful learners, and encourages them to explore opportunities beyond their immediate surroundings. We are fortunate to have superb facilities to support our children in this mission.

Our most recent Ofsted Report (May 2013) judged us as a good school.  Ofsted noted that:

* Students make good progress because of the good and outstanding teaching they receive
* Provision in English is outstanding
* Students’ behaviour and attitudes to learning are good
* Students are extremely proud of their school
* Students feel safe and well cared for
* Teaching in the sixth form is good and outstanding
* Staff work relentlessly to ensure students flourish
* Students’ spiritual, moral, social and cultural development is strongly promoted
* The Governing Body are highly effective.

However, we are not complacent. We believe that pupils can make faster progress. There is still more we can do to further raise attainment. Current priorities in our School Improvement Plan are centred around raising achievement at all levels and ensuring all students are stretched; developing improved outcomes through our Vertical Tutoring and House System; and developing and consolidating partnerships. Under-pinning these objectives is an over-arching commitment to personalising learning and encouraging student leadership and parent/carer engagement at all levels of our work.



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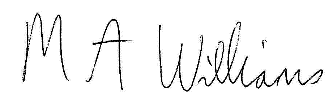
We are also keen to support other ways of helping children and young people learn and develop. We are committed to looking outwards and actively seek international perspectives. We have strong links with schools in many countries including Holland, Poland, Latvia, Czech Republic, China, Japan France, Germany and Spain. For the London Olympics we held our own student-led Olympic event, hosting over 200 international visitors from ten countries. We repeated the event in 2013 as an Olympic legacy event and in 2014 we focused on Le Grand Depart, contributing to the success of Le Tour de France in Yorkshire. The last four years have built on this legacy in a variety of ways with a range of countries.

Much of Brigshaw’s success comes from the strong partnerships we belong to.  As mentioned above, Brigshaw is part of the Brigshaw Learning Partnership. This multi-academy trust aims to support the whole community in achieving excellence for all of our young people. The work of the trust is enriching our work in many ways, from developing shared approaches to teaching and learning, to supporting vulnerable children, to developing creativity and leadership in our schools.

For a number of years we have worked closely with our partner school, Temple Moor High School Science College, to develop shared post-16 provision, which has led to improved choice and higher levels of recruitment, retention and performance.  Royds School have recently joined this collaboration. Our senior school leaders have played key leadership roles at an area and city-wide level, and Brigshaw has been involved in a number of regional and national projects.

Brigshaw has undergone a number of quite profound changes during the past few years - building a ‘learning culture', changes in the curriculum and timetable structure, and most recently in our conversion to an academy as part of a multi academy trust. The debate surrounding these developments has always been conducted in a constructive, congenial atmosphere, typifying the good personal relationships in the school. Brigshaw is a friendly, welcoming place in which to work and to learn. Staff work very hard, and co-operatively, to provide a stimulating and successful learning environment.

We agree with Ofsted that ours is a good school with outstanding features and still has much scope for improvement. We also believe that it is a unique and exceptional place to work, to learn, and to grow, and that to be associated with Brigshaw as a pupil, a parent, carer, a colleague, a governor, or as a member of our community is a very great privilege indeed.



Mrs Maria Williams

Headteacher



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**REQUIREMENTS OF THE ASYLUM AND IMMIGRATION ACT 1996**



In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

* United Kingdom passport
* European Economic Area passport
* National Identity Card
* United Kingdom residence permit

**OR**

An official document with a National Insurance Number

**PLUS**

One of the following:

* A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
* A letter from the Home Office
* An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.

The European Economic Area Agreement consists of the following countries:

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| Austria  Belgium  Cyprus  Czech Republic  Denmark  Estonia  Finland  France  Germany  Greece | Hungary  Iceland  Ireland  Italy  Latvia  Leichtenstein  Lithuania  Luxembourg  Malta  Netherlands | Norway  Poland  Portugal  Slovenia  Slovakia  Spain  Sweden  The UK |

**APPLICATION PROCESS AND SAFEGUARDING REQUIREMENTS**

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| **Making an Application** | | | | **Interview and Selection Process** | | |
| **Application Form**  If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc).  You will note that we require details of two referees, one of which must be your current or most recent employer.  CVs are **not** accepted as part of the application process.  **Supporting information**  This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.  **Please remember to sign the declaration on the final page of the application form.** | | |  | |  | Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.    As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.  Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.  We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post. |
| **Induction and Continuous Professional Development** | |
|  | The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.  You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications. |
|  | **Pre-employment checks**  **References**  If you are short listed we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.  Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.  **DBS, Prohibition & Disqualification By Association checks**  Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the Protection of Children List (PoCA) and the DCSF List 99. Employment is also subject to a disqualification by association check. All such checks must be satisfactory before we confirm any offer of an appointment.  Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.  **Validation of Qualifications**  All short listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.  **Right to Work in the United Kingdom**  Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required. |  | **School Policies** | | **Medical Assessment**  A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.  **Child Protection**  This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.  **Whistle Blowing**  We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.  **Code of Conduct and Personal Behaviour**  The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well being of all its employees and pupils.  The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures  **Equal Opportunities**  We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment were all are treated fairly and with respect.  We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.  **Full details of all these policies are available in school.** | |

**QUERIES**

If you have any queries on any aspect of the application process or need additional information please contact the HR Manager on 01132878900 or email purcelj01@brigshawtrust.com