

**Job Description**

**Job Title:** Teacher of Art

**Role accountable to:** Head of Art

**Salary Scale:** MPS

**Main Purpose of the job:**

* To develop, plan and deliver effective and high quality learning experiences for all students you teach.
* To be accountable for the learning outcomes and achievement of all students you teach.
* To develop your professional role within the corporate management structure at the Academy.
* To at all times safeguard the students’ well-being and follow all child protection/safeguarding policies rigorously.

**Be accountable for:**

**Subject knowledge and understanding**

* Maintain a secure knowledge and understanding of your subject(s) and related pedagogy to enable you to teach effectively at the Academy
* Keep abreast of current developments in good practice exemplified by syllabus/specification/ framework development, research and inspection evidence, adapting your practice appropriately.
* Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback and participating in the Academy mentoring and coaching programme if required.
* Take a shared responsibility in developing the teaching of Literacy and Numeracy

**Delivering high quality learning experiences**

* Progression in students’ learning should be central to all your lesson planning.
* Have knowledge and understanding of a range of teaching strategies to:

◊ deliver learning objectives, personalised learning and adapt your language to suit the needs of the students.

◊ demonstrate the ability to consistently manage the learning of individuals, groups and whole classes, implement the Academy rewards system, and maintain good class discipline using the Academy’s sanctions, where necessary.

◊ ensure the effective development of students’ Literacy, Numeracy, ICT, Thinking Skills and Personal Capabilities, Problem Solving and Team Working Skills.

◊ Teach engaging and motivating lessons and when present, other adults are effectively used.

* Have high expectations of learners to ensure they achieve their full educational potential, establishing supportive and constructive relationships with them.
* Evaluate the impact of your teaching and feedback to students on their progress, attainment and well -being, modifying your planning and practice when necessary and sharing this with departmental colleagues where appropriate.

**Assessment, Reporting, Recording/Assessment for Learning**:

* Have knowledge of a range of approaches to assessment, including questioning, oral assessment and self-assessment and the importance of formative assessment.
* Make effective use of a range of assessment monitoring and recording strategies and assess the learning needs of your students in order to set challenging learning objectives and plan for future teaching.
* Mark and monitor students’ class work and homework/independent learning to provide constructive feedback and opportunities for reflection to learners on their attainment, progress and areas for development.
* Have a good knowledge of the assessment requirements for public examinations and qualifications in your curriculum area.
* Have a good understanding of factors influencing student learning, including ethnicity, gender, abilities and attainment and how these relate to personalised provision for students.
* Know how to identify and support learners affected by changes or difficulties in their personal circumstances.
* Create opportunities to celebrate achievement, diversity and well-being.

**Pastoral:**

* To act as a tutor for students supporting the academic and pastoral needs of each individual.
* To be aware of Child Protection issues, knowing how to identify potential abuse/neglect and reporting concerns as they arise.
* To treat all students equally regardless of religion, ethnicity or gender but to be mindful of the different needs, values and beliefs of different groups.
* To use baseline data to track the overall attainment and achievement of students in your tutor group termly; identify underachievement and work with your Progress Leader to ensure intervention strategies are put into place.
* Attend, as required, calendared meetings and completion on time of all documentation required for the effective management of the Academy.
* Consistently demonstrate the positive values, attitudes and behaviour expected of students.
* Know the statutory framework for professional duties of teachers, an awareness of the policies and practices of the Academy and share in the collective responsibility for their implementation.
* Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.

**Please note:** This job description provides an overview and may not cover all aspects of the job. The role may involve other responsibilities as reasonably expected from the Headteacher at short notice.

***“The school’s work to promote pupils’ personal development and welfare is outstanding”***

OFSTED: May 2016

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**Personal Specification**

**Qualifications**

**From**

 **Desirable**

**Essential**

|  |  |  |  |
| --- | --- | --- | --- |
| Qualified teacher status or recognised equivalent |  |  | A,I |
| Degree in related subject specialism |  |  | A,I |
| Evidence of continuous professional development  |  |  | A,I |
| Additional, relevant training and qualifications in Safeguarding training |  |  | A,I |

**Experience**

|  |  |  |  |
| --- | --- | --- | --- |
|   Ability to Teach ‘Good or Outstanding’ Art lessons |  |  | A,I |
| Proven success in improving student outcomes within a school |  |  | A,I |
| Teaching experience with the age range |  |  | A,I |
| Experience of implementing systems to support pastoral strategies as a form tutor |  |  | A,I |
| Ability to use/analyse assessment data systems to raise standards |  |  | A,I |

**Knowledge and skills - the ability to...**

|  |  |  |  |
| --- | --- | --- | --- |
| Show knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation |  |  | A, I |
| A thorough understanding of the benefits and implications of a specialist curriculum |  |  | A, I |
| Ability to support staff and students in maintaining high standards |  |  | A,I |
| Ability to form good working relationships with all staff |  |  | A,I |
| Ability to create a stimulating and safe learning environment |  |  | A,I |
| Ability to establish and maintain a purposeful working atmosphere |  |  | A,I |
| Ability to plan, prepare and deliver a curriculum relevant to the age and ability of the groups taught |  |  | A,I |
| Ability to assess and record the progress of students’ learning |  |  | A,I |
| Demonstrate a commitment to equal opportunities |  |  | A,I |
| Ability to teach using a wide variety of strategies to maximise student progress and learning |  |  | A,I |
| Able to encourage children in developing self-esteem and respect for others |  |  | A,I |
| Ability to successfully deploy a wide range of effective behaviour management strategies |  |  | A,I |
| Ability to communicate to a range of audiences using a variety of techniques |  |  | A,I |
| Knowledge of and/or ability to use technology to support student learning |  |  | A,I |

**Commitment - demonstrate commitment to...**

|  |  |  |  |
| --- | --- | --- | --- |
| Excellence at all levels and a determination to succeed |  |  | A,I |
| Achieving the highest standards of teaching and learning for all students |  |  | A,I |
| Motivate others and adopt a positive approach to education |  |  | A,I |
| Equality of opportunity for staff, students and all members of the school and wider community |  |  | A,I |
| Promoting The Oldham Academy North vision and ethos |  |  | A,I |
| Establishing a high quality, stimulating learning environment |  |  | A,I |
| Ongoing relevant professional self-development |  |  | A,I |
| Safeguarding and child protection |  |  | A,I |

**Key**

A Evidence from application form and personal statement

I Evidence from a face to face interview