



**Lead Teacher of  
Art**

**Information Pack**

**October 2019**

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy, and the role of Lead Teacher of Art.

KSA is a pioneering school looking to hire exceptional people. This is a unique opportunity for an ambitious and high-performing teacher and leader who is committed to pushing themselves further and achieving amazing things with and for their pupils. We believe in high expectations and a sense of collaborative and positive enthusiasm which brings out the best in our team. Through weekly coaching and time allocated to professional development we can help our teachers excel in creating a successful environment for our pupils.

As a growing school, we are now recruiting for an enthusiastic and talented Art teacher to join our small and passionate team of teachers. This is an exciting role in an exceptional school. This role carries with it the responsibility for the development of the academy's Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5 Art curriculum and teaching. As an all-through school, there is the opportunity to personally shape the art provision, while being supported by the previous Art leader, who is now Assistant Principal. With three Art galleries beside the school and a central London location, there is a real opportunity for Art enrichment and inspiration.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am on Wednesday 23rd October 2019**. To discuss the role, please feel free to email the Principal's PA, Shaheen Riaz ([s.riaz@kingsolomonacademy.org](mailto:s.riaz@kingsolomonacademy.org)) or phone on 020 7563 6901.

We wish you the best with your application.

Yours sincerely,



**Max Haimendorf**  
Principal

## Job Description: Lead Teacher of Art

<b>Reports to:</b>	Relevant member of the Senior Leadership Team
<b>Start date:</b>	January 2020
<b>Salary:</b>	Ark MPS/UPS (Inner London): £30,406 - £ £50,523 dependent on experience, plus TLR 2a (£2,721)

### The Role

To provide outstanding leadership, teaching and learning of Art to ensure high attainment of their students, teaching Year 5 to Year 13

### Key responsibilities

- Build on the current Art curriculum to extend and develop it further
- Devise and implement school wide standard based assessment programme for subject area
- Maintain regular communication and collaboration with their Ark subject network
- Model a nurturing and structured classroom and school environment that helps pupils to develop as learners
- Model excellent pupil discipline and culture inside their classroom and across the whole academy
- Contribute to the effective working of the academy
- Be held accountable for all curriculum direction, teaching quality, and pupil attainment in their subject area
- Provide a nurturing classroom and school environment that helps students to develop as learners
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

### Outcomes and activities

#### Subject Leadership

- To create and develop challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Use regular, measurable and significant assessments to monitor progress and set targets
  - Produce periodic assessments with marks schemes
  - Ensure assessments are moderated internally
  - Ensure end of year assessments reflect each pupil's overall level which is both externally valid and provides an accurate baseline for the next academic year
  - Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
  - Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residentials

## **Teaching and Learning**

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO and Head of Department
- Ensure that all pupils achieve academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organize and participate in exciting and motivating trips and events
- Answer "homework help" phone calls from pupils until 8.30pm as required

## **Academy Culture**

- Help create a strong academy community, characterised by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Form teacher (teachers will usually be required to perform the role of form teacher):
  - Create and sustain a positive class culture
  - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
  - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
  - Write form teacher comments in reports

## **Other**

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal.

# **Person Specification: Lead Teacher of Art**

## **Qualification criteria**

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

## **Experience**

- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning of their subject through schemes coaching or staff
- Evidence of leading and/or teaching KS5 and/or Primary is desirable

## **Skills and attributes**

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them:

### **Leadership**

- Effective team worker and leader.
- High expectations for accountability and consistency.
- Vision aligned with KSA's high aspirations, high expectations of self and others.
- Genuine passion and a belief in the potential of every student.
- Motivation to continually improve standards and achieve excellence.
- Commitment to the safeguarding and welfare of all pupils.

### **Teaching and Learning**

- Excellent classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.

### **Alignment with KSA vision**

- Relentless drive to do whatever it takes to ensure all students succeed.
- The belief that with the right environment more than 95% of our pupils are able to excel at University.
- The courage and conviction to make a difference.



## Communication skills

- The ability to listen and communicate effectively.
- Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and groups.

## Problem solving

- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.
- Evaluate results and identify necessary actions.
- Make fact-based decisions.

## Resilience

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

## Results and learning orientation

- Awareness of own strengths and limits.
- Commitment to ongoing improvement and learning.
- A passion for teaching subject.
- Focus on achieving challenging goals and results.
- Resourcefulness and flexibility in delivering outcomes.

## Other

- This post is subject to an enhanced DBS disclosure.

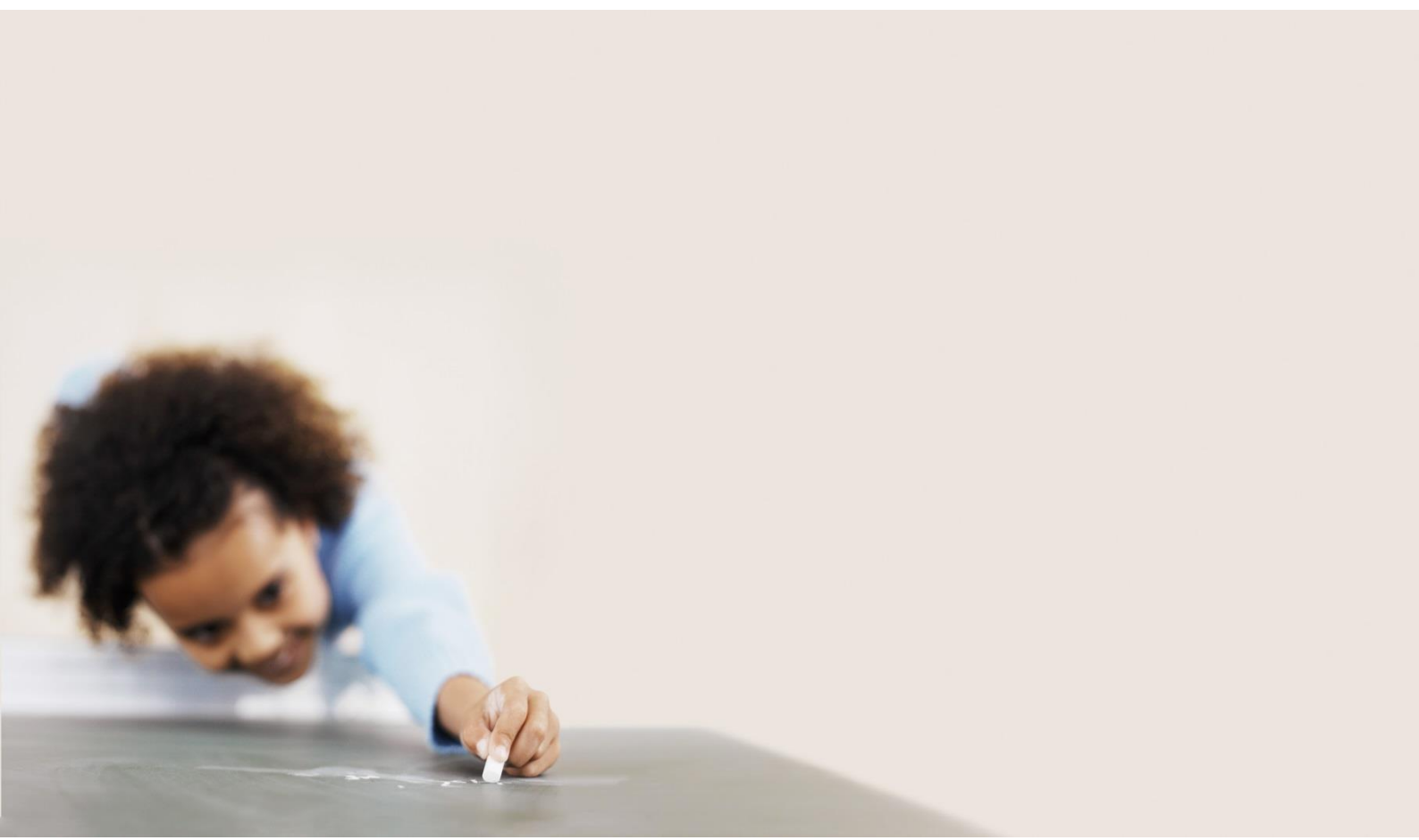


## Principal – Max Haimendorf

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016.



*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*



## Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 34 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

### ***Ark runs a number of additional programmes, including:***

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.



## **Ark Safer Recruitment Procedure**

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relations