**Cotham Visual Arts Faculty**

Welcome to the Visual Arts Curriculum Area.  We are one of 11 Curriculum Areas at Cotham and comprise the individual areas of Art and Photography with the additional capacity to teach Ceramics and Textiles.  We form the Visual Arts and Technologies Faculty.

The Visual Arts department values both traditional and contemporary practices; we aim to prepare students at KS3 with strong technical skills and a broad range of experiences to develop their understanding of formal elements and processes; they evolve to explore more independent and contemporary approaches to making at higher levels. We now seek to appoint a highly motivated curriculum teacher that will work effectively in our innovative team to help embed excellent practice; confidence teaching a wide variety of disciplines is essential.

We are committed to creating artistic and collaborative opportunities in the Bristol community through a diverse array of activities; we welcome exceptional practitioners who can enhance the repertoire that our department currently offers.

**VISUAL ARTS ACCOMMODATION**

**Teaching Accommodation**

There are 5 rooms dedicated to Visual Arts teaching, including a specialist textiles room,

Post 16 Mac Suite, Darkroom and kiln.

**Staff Accommodation**

There is 1 team base at the heart of the Faculty.

**Student Accommodation**

Students are encouraged to attend at lunch time and after school to work in the department. Post 16 students are welcome to use facilities when they are available.

**THE VISUAL ARTS CURRICULUM**

**Key Stage 3: Visual Arts** are compulsory from Years 7 to 9.  Currently students in Key Stage Three are given a broad experience in a range of different visual media and processes to allow them to develop and build their skills and independence towards GCSE.

**Key Stage 4:** Students have a free option choice which includes **GCSE Art and Photography**. These courses are highly popular with many students opting within Visual Arts and are often over-subscribed.  Students are encouraged to work independently to develop their strengths and interests and have access to Mac Books and darkroom facilities to support their work.

**Key Stage 5:** Students can pursue A - Level in **Art** and **Photography**, again these are very popular across all disciplines. Many of our A-Level students progress onto Higher Education, particularly Foundation courses in London Colleges.

Currently we follow the AQA Fine Art and Photography courses at Key Stage Four and AQA Fine Art and Photography at Key Stage Five. Engaging with art works first hand is a key feature of the department with planned residential trips at GCSE and A Level.

At Key Stage 3 the department is well equipped to implement the National Curriculum. The department has recently reviewed it’s Schemes of Learning and has developed a wide range of its own resources and exemplars to cover a variety of teaching strategies and encourage and develop independent learning.

At Key Stage 5 there is further opportunity for students to secure and develop working practices and methods that allow preparation for future study within the Visual Arts field. Our highly successful end of year exhibition takes place at Centrespace gallery in the summer term and is organised and curated by a dedicated P16 committee.

The 4 members of the department are hugely passionate about their subject and are used to working collaboratively with all teachers contributing towards curriculum developments.

**COTHAM SCHOOL**

**JOB DESCRIPTION**

**POST:**    Teacher of Visual Arts and Tutor

**SALARY:**    MPS/UPS

**LINE MANAGEMENT ACCOUNTABILITY:**

Under the line-management supervision of the Curriculum Area Leader the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school’s self-evaluation policy.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees.  To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies.

**1)  PURPOSE OF THE POST:**

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.

**ACCOUNTABILITIES:**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school’s policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively in the Performance Management Review process working as a member of the designated team and contributing positively to effective working relations within the school.

To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS:**

**The post holder is required to:**

To contribute to the maintenance of pupil discipline, good order, welfare, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER:**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Head.

**PERSON SPECIFICATION**

The following criteria will be used when short-listing and interviewing candidates

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable**  **(but not essential)** | **Evidence** |
| **Qualifications** | Degree and Qualified Teacher Status (QTS)  Evidence of recent professional learning in relation to this role | Interest in gaining further relevant qualifications | Application form, letter and certificates |
| **Knowledge**  **and Skills** | The ability to teach Visual Arts at Key Stages 3 – 5.  A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation  Good understanding of implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment  Excellent verbal and written communication skills  Excellent IT skills including a good working knowledge of Photoshop / other relevant digital software  Excellent interpersonal skills including listening, negotiation, persuasion and direction  Excellent team working skills  Creative and innovative; willing to contribute to the development teaching and learning within a forward looking department.  Ability to implement change and keep up with curriculum developments | The ability to teach a second subject would be an advantage in this growing school.  The ability to teach Photography or Textiles at KS4 and 5 | Application  form, letter, interview and demonstrated in observed teaching  Portfolio |
| **Personal**  **Attributes** | Ability to inspire trust and empower others  Confidence, energy and enthusiasm for teaching one’s subject  Stamina, determination, drive and ambition.  Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community  Ability to meet deadlines and work under pressure  A record of outstanding teaching leading to exceptional student achievement. | A clear determination to view this post as the first rung to further promotion | Application  form, letter, interview and observed teaching session |