



Bishop Fox's

Information for applicants

**CURRICULUM TEAM LEADER
OF ART**

September 2021

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www.bishopfoxs.co.uk



High Standards & High Expectations

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Dear Candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Acting Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

We can tell you so much about the school within this pack however we would far rather show you - please contact us if you are able to visit us ahead of submitting your application. Our staff and students would love to be able to give you an idea of what being part of the Bishop Fox's community is like.

The school is housed in beautiful accommodation which was built twenty-five years ago in the South of Taunton. The school's history stretches back a good deal further than this having been originally founded in 1522. Student numbers are at an all-time high of over 1000 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, so competition is therefore very high and we are extremely pleased to be oversubscribed. It is testament to the efforts of all of our staff and the achievements of our students.

Standards and expectations are high here and students do well, working in a positive learning environment with quality teaching support and encouragement from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will fit within our community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

If you want and enjoy a challenge, are able to make a difference and care passionately about young people, then please apply. We are seeking people who are willing and committed to the school, its ethos and its students.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post.

Applications should be returned to the school office marked FAO The Personnel Dept - hr@bishopfoxs.co.uk. If you haven't received an acknowledgement within 48 hours, we recommend calling 01823 255011 to check your application has been received.

Yours sincerely



NIC BLUNSUM
ACTING HEADTEACHER



For more information about the School, please visit our website: www.bishopfoxs.co.uk

ART AND DESIGN AT BISHOP FOX'S

At Bishop Fox's our teaching will help students understand and appreciate art whilst being able to confidently engage with the practical skills involved in the creation of personal and original ideas. Our 5 year plan has been devised to enable sequential layered learning to cover a variety of ways of thinking, content and techniques to give students a broad base in key stage 3. The options at GCSE offer students the opportunity to be more specialised while developing their skills and creativity. We take into account students' needs to ensure equality of opportunity, differentiation and personalised projects.

At Key Stage 3 we believe that art, craft and design should embody some of the highest forms of human creativity. We aim to engage, inspire and challenge students and equip them with rich powerful knowledge, skills and confidence to experiment, invent and create their own works of art. Students will learn about the formal elements of art and design and through a range of projects, engage in the exploration of a variety media and techniques to create original personal work. They will be introduced to artists, designers and makers from different times and cultures and reflect how art has contributed to the creativity, culture and wealth of our nation. Students develop their literacy by using specific subject key words and terms and learn to analyse and express opinions about their own work and that of others. As they progress through the course students will become increasingly more independent in the choices they make and confident in their use of media.

A range of GCSE Art and Design options are available at Key Stage 4 which include Fine Art and Photography. Students are offered the opportunity to develop a wider cultural understanding of the arts whilst developing their own skills to a higher level. Personal and original final pieces are developed through the exploration of artists, designers and makers, themes, media and techniques. Students are encouraged and supported to become increasingly more confident and independent so that they can leave school as artists in their own right.

Our ambition is that at the end of Key Stage 4 a visually literate student should skilfully and purposefully engage with art on a practical and emotional level. They have the experience to "read" visual clues and interpret and communicate about art works from different times and cultures in context with an in depth appreciation and informed response. They can skilfully and creatively use the formal element in their drawings and designs. They will independently improve and refine their original design ideas through a wide study of resource materials to realise a perceptive insightful final piece.

On an everyday basis our lessons are started with a silent starter task in which we develop students' drawing skills in a range of short tasks. Each project throughout the curriculum relies on direct instruction of the use of media and techniques, guidance in the design process and opportunities for personal creative expression. There is a focus on metacognition and independence as students create their original personal responses. As a result of this approach the achievement of students in both Art and Photography is good.

Enrichment opportunities are available afterschool, the Key Stage 3 Art Club is a thriving mixture of students who would like to do their own work or take part in some larger projects, visits and workshops. Art Café is twice a week giving Key Stage 4 students time to complete work with the support of staff and facilities.

The creative and expressive arts are valued at Bishop Fox's. The school provides students with a wide range of activities in the arts both in lessons and enrichment activities. The school has been awarded the Gold Artsmark of three occasions in the past. The Art department provides opportunities to go on trips and have workshops with local artists. We have also worked with Somerset Arts Week, Taunton Learning Partnership, Taunton Youth Culture and Arts, Creative Innovation Centre, Richard Huish College and Taunton and Bridgwater College.

The staffing of the art department consists of a full time Curriculum Team Leader of art, a full time specialist art teacher and a part time specialist art teacher. Textiles at key stage 3 is delivered through the DT food and textiles department and the ambition is to run a GCSE art textiles course in the future.

There are two specialist art rooms, one of which is equipped for ceramics. There is an adjacent IT suite which can accommodate two classes and is shared by the Art and Design Technology departments.

The timetable allows Years 7 and 8 to have one hour lesson per week in a two-week timetable. If students choose Fine Art or Photography as an option, they will have five hour lessons a fortnight starting in Year 9. There have consistently been two classes of students taking Fine Art and one class taking Photography at GCSE. Some students study both options.



PERSON SPECIFICATION CTL TEACHER OF ART			
AREA	ESSENTIAL	DESIRABLE	HOW/IDENTIFIED
Qualifications	Qualified Teacher Status	Good Hons.Degree	Application form/references
Experience	Experience of teaching Art in a mainstream secondary school (on teaching practice or through employment)	Experience of working with young people	Application form
Skills	Good classroom management	Awareness of gender difference in learning	Letter Interview/References
	Outstanding inter-personal skills		
	Excellent communication skills	Knowledge of and interest in literacy	
	Ability to work as part of a team		
	Ability to work independently	Potential to become an outstanding leader	
	Sound understanding of the process of teaching and learning		
	Ability to foster good relationships with students and staff		
	Ability to enthuse young people to want to learn		
	Ability to use and integrate ICT in teaching		
	Strategies to support colleagues and drive up standards		
	Creative approaches to teaching and learning		
Personal Qualities	Professional integrity and high expectations	Ambition	Interview References
	Willingness to work hard	Sense of humour	
	Adaptability		
	Can do, positive and “nothing is too much trouble approach”		
	Sensitivity		
	Warmth		
	A passion for Art		
	Empathy		
	Good health		
	Pride in ones own performance and that of others.		
	Commitment to the safeguarding of young people		
	Willingness to be involved in the extra-curricular life of school		
	Genuine like for young people		





JOB DESCRIPTION

JOB TITLE: Curriculum Team Leader, Class Teacher & Form Tutor (*if applicable*)

REPORTS TO: Deputy Headteacher

MAIN PURPOSE OF JOB

Briefly - what is the job there for and why is it being done?

CLASS TEACHER

Is responsible for making the education of students a priority and being accountable for achieving the highest possible standards in work and conduct to meet the Teacher Professional Standards. Has strong subject knowledge and keeps knowledge and skills up-to-date. Has the ability to create positive professional relationships and works with parents in the best interests of the students. Acts with honesty and integrity.

FORM TUTOR (*if applicable*)

Is responsible for a specific cohort of students and acts as a role model by establishing effective professional relationships which enables them to achieve their full potential. Is the main source of reference for them to raise any issues or concerns.

CURRICULUM TEAM LEADER

To lead, manage, quality assure and be accountable for all aspects of the teaching within the department/faculty to ensure this is being delivered within the overall educational aims of the school, to establish and maintain the high standards of teaching and learning, and good value-added standards of achievement.

MAIN RESPONSIBILITIES AND DUTIES

What needs to be done? – Describe the main responsibilities and duties required of the job.

CLASS TEACHER

- Sets high expectations which inspire, motivate and challenge students by implementing and delivering an appropriately differentiated and engaging curriculum.
- Contributes to the Team Improvement Plan and supports the implementation of whole school policies.
- Contributes to and delivers departmental Schemes of Work.
- Manages the classroom environment to ensure effective learning takes place.
- Monitors student progress, ensuring appropriate assessment, recording and reporting of student achievement is carried out and relevant information is provided to the Curriculum Team Leader / Head of Year.
- Uses tracking data to identify and challenge student underachievement and inform teaching and learning.
- Ensures the effective deployment of Learning Support Assistants.
- Contributes to and implements IEP's as appropriate.
- Produces reports and other requests for information within the required deadlines which are appropriate and are of high quality.

- Communicates with parents as appropriate.
- Actively supports and promotes high standards of teamwork within the subject area, ensuring work is set in the event of known absences and unplanned absence where appropriate.
- Identifies own CPD to meet personal needs and wider school priorities.

FORM TUTOR *(if applicable)*

- Maintains discipline and acceptable standards of conduct and appearance of students.
- Establishes a rapport with students to develop their social and academic potential and acts as a main source of reference for their problems.
- Is responsible for the accurate marking of form registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not.
- Monitors the homework of students, undertakes teaching of form periods, escorts the form to assemblies and attends tutor meetings called by the Head of Year.
- Monitors and intervenes proactively in matters relating to student progress.
- Attends Academic Tutoring Day.
- Quality assures the quality of reports for members of the tutor group.
- Attends assemblies.

CURRICULUM TEAM LEADER

In addition to the requirement to fulfil the Teachers' Standards (England) the post-holder will also undertake the following responsibilities and duties:

- Ensures they are effective in role by meeting the National Standards for subject leaders.
- Establishes, co-ordinates, monitors and quality assures high standards of teaching and learning in the department/faculty.
- Monitors and evaluates the performance of the department/faculty, including self-evaluation.
- Produces appropriate reports and plans for senior leaders and governors as required.
- Assists in the appointment, induction and mentoring of new staff within the department/faculty.
- Is responsible and accountable for the effective line management of teachers within the department/faculty. Undertakes robust performance management reviews sets challenging and aspirational objectives and manages poor performance through supportive CPD to reflect school, subject and/ or individual needs.
- Establishes and maintains effective processes for internal communication.
- Ensures the effective deployment, management and impact of subject-based LSAs in conjunction with the SENCO/Head of Learning Support.
- Contributes to the production and implementation of the School Improvement Plan and Team Improvement Plan.
- Ensures students are entered for appropriate external examinations and moderates standards of coursework as required.
- Allocates and monitors the departmental/faculty budget in accordance with the school and team priorities.

- Is responsible for the effective management of the resources within the department/faculty.
- Ensures a safe working environment to ensure compliance with health and safety, including appropriate risk assessments.
- Liaises proactively and positively with external agencies and stakeholders, including governors, parents, consultants, local schools and colleges.

DUTIES AND RESPONSIBILITIES FOR UPPER PAY RANGE

- Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the schools' strategic priorities, as captured within the School Improvement Plan.
- Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.
- Takes a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Proactively participates 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.

CONTACTS AND RELATIONSHIPS

Give details of the range and type of people it is necessary to contact in order to carry out the responsibilities of the job.

The Postholder is responsible to the Headteacher in all matters and to the relevant Deputy Headteachers in respect of the subject timetable and of curriculum development and to the appropriate Year Head in pastoral matters.

Supervises the teaching and support staff allocated to work in the subject.

Interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them, and, in particular, with other curriculum team leaders, in order to promote mutual understanding of the subjects in the school curriculum and to reduce subject isolation with the aim of improving the quality of teaching and learning and standards, of achievement in the school.

Liaises in a professional capacity with a range of external stakeholders to promote the school in a positive light and secure the best outcomes for the students at the school.

