



# Bishop David Brown



Our vision is to be an outstanding school, providing a stimulating educational environment enabling students to achieve their full potential

## Candidate Brief

### Teacher – Art & Design (Textiles)



Unity Schools Trust  
*'Excellence through collaboration'*



**Dear Applicant**

**Teacher – Art & Design (Textiles)**

Thank you for showing an interest in the post of Teacher of Art & Design (Textiles) at Bishop David Brown School.

I am extremely honoured to be leading this fantastic school from September and I am looking for a colleague who has the foresight and determination to support us in taking the school to outstanding.

We have recently joined a Multi Academy Trust, the Unity Schools Trust, and this alliance will create exciting opportunities to develop all aspects of the school. It will provide additional support and wider strategic leadership to the Academy as it enters the next phase in its development.

My vision is that we do whatever it takes to ensure every student at Bishop David Brown reaches their full potential. No shortcuts, no excuses, just hard work in order to ensure this happens.

My aim is that we create a culture of excellence and become the school of choice in Woking. We will do this by being relentlessly positive, showing resilience and treating each other with respect.

If you feel you have what it takes to support our school on its journey then we want to hear from you.

The closing date for this post is **Friday 21 July 2017 at 12 noon**. Interviews will take place the following week although we reserve the right to interview suitably qualified candidates on receipt of application. Please do not hesitate to contact Carol Ball on 01932 359118 or [cball@bdb.surrey.sch.uk](mailto:cball@bdb.surrey.sch.uk) if you wish to arrange a visit to the school prior to interview.

Yours faithfully

**James Rodgers**  
**Head of School Designate**





## Background Information

Bishop David Brown is a small school where everybody knows each other well. Our average class sizes are below national expectations and this is valued by all.

One thing we are certain of is that students work to the best of their ability in a school where they are healthy, enjoy their education, stay safe and make positive contributions to the community. Visitors always comment on the caring, friendly atmosphere and the polite, happy students.

We want all our students to value their time with us, to develop lasting friendships, have positive experiences and develop the confidence to exceed expectations in whatever they do. We continually strive to support our students in gaining skills, qualifications and achievements in preparation for their life after school. To provide this positive environment we strive to employ excellent staff who want to give, and gain, from the enriched learning environment. They work well together to make this school a successful and happy community.

The Art department is thriving and has a motivational atmosphere where students freely attend during break times to learn new skills and develop their creative interests. It is well-resourced and subjects in this area are popular with students.

The Art and Design department comprises of three large classrooms, two storage rooms and an office. The textile classroom is a newly built area that was designed specifically for sewing machine use with a table unit running around the outside of the desk area. The bright and spacious room consists of sewing machines, heat press, display boards, whiteboard and the capacity to comfortably seat thirty students. The large textile storage room is well equipped with materials to deliver the AQA Textile Design GCSE course to approximately 50 students over Years 9, 10, and 11.







Year 7 and 8 student Art and Design classes take place twice a fortnight and cover three projects throughout the course of the year. Textiles are taught on a carousel which is rotated every eight weeks throughout Key Stage 3. The students are taught a variety of theoretical, practical and experimental skills and knowledge through engaging and challenging projects. Students are expected to gain experience in artist research, observational drawing and painting, developing of ideas and creating final outcomes. Students experience a wide range of 2D and 3D skills, using a wide range of media, such as printmaking, textiles, painting, drawing and photography.

The successful candidate will have a textiles specialism but should be prepared to teach some graphics. Appropriate training and support will be provided, if required.





## Location

Sheerwater is a residential neighbourhood on the outskirts of Woking, Surrey. It has excellent transport links being close to West Byfleet and Woking mainline stations with good bus links and quick access to the A3, M25 and M3 road networks.

## Staff Benefits

Alongside our continued focus on professional development we also offer a well-being and medical treatment package with benefits including:

- Physiotherapy
- Online Health Management System
- Relationship and Stress Counselling
- Medical Treatments for a range of conditions

Staff are also able to subscribe to a package that gives a range of flexible benefits that include childcare vouchers and staff discounts.

## A Commitment to Training and Professional Development

We are committed to recruit, develop and support excellent staff and provide a range of opportunities to enable staff to reach their full potential.



“Students make good progress from their different starting points. Their attainment is rising rapidly as a result of effective action taken by leaders to improve the quality of teaching, which is now consistently good.”

**Ofsted 2014**



# Interview Process

## Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

## Interview

Those shortlisted will take part in an in-depth process that will include an interview, teaching a lesson and a school tour.

Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

## 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.



“The curriculum caters extremely well for different groups of students. It contributes very positively to students’ spiritual, moral, social and cultural development, and **helps to ensure that they are well prepared for the next stage of their education and for future employment.**”

**Ofsted 2014**

*Bishop David Brown School is operated by the Unity Schools Trust which is a charitable company limited by guarantee and registered in England and Wales with company number 07692130. The Registered Office is at Thorpe Road Staines upon Thames TW18 3HJ*



## Job Description

Job Title: Teacher

Reporting to: Subject Leader of Department

## Job Purpose

To provide high quality teaching and learning through the planning, teaching and classroom management relating to the specified curriculum area and working as part of the team to enable the school to meet its targets for improvement and success.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current teachers' pay and conditions document, and in the context of professional standards for teachers.

## Key Responsibilities:

- To provide high quality teaching in the subject area whereby students make good or outstanding progress in lessons and are suitably challenged
- Actively promote student achievement through frequent teacher and peer assessment and evaluation
- Actively seek contact with parents and carers to keep them informed of student progress
- Maintain good order and discipline amongst students, safeguarding their health and safety on and off the site
- Keep a planning and assessment folder, use schemes of work and a variety of resources and approaches
- Present and set homework regularly and mark work in line with department and school policy
- Reflect on and review individual teaching methods and work
- Ensure individuals and groups make good or outstanding progress
- Take responsibility for personal professional development
- Take an active role in your own performance management and of others where required
- Consolidate and extend learning and get students to take responsibility for their own learning
- Inspire students in their learning
- Ensure assessment, recording and reporting practices are maintained at a high level that contribute to student progress
- Provide high quality reporting to stakeholders
- Apply a range of successful strategies to manage groups and individuals

**Knowledge and Understanding:**

- Principles and practices of effective teaching and learning
- Preparation of schemes of work and lessons
- Contribute to the development of teaching and learning materials
- Keep well informed with regards to contemporary issues in teaching and learning
- Ensure that all work is conducted in line with school and departmental policy on health and safety

**Skills:**

- Promote the school's aims positively
- Demonstrate good personal relationships within a team
- Demonstrate effective communication skills to a variety of audiences
- Create a happy, challenging and effective learning environment
- Deal promptly and effectively with administrative procedures

**Principal Accountabilities:**

- Prepare and teach effectively so that students make good or outstanding progress
- Show evidence of target setting for students so that they are effectively monitored, challenged and able to set targets for their own learning
- Show commitment to the student so that they feel safe and supported
- Enable all students to be included in learning so that all are able to achieve and enjoy
- Ensure that the school's safeguarding processes and procedures are followed and regular training attended

**Additional Duties:**

- To take responsibility for their own professional development.
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To engage actively in the performance review process.

**Review and Amendments:**

*The job description should be seen as enabling rather than restrictive and will be subject to regular review.*

*Please note that 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.*





## PERSON SPECIFICATION

Application Form AF; Work-related task T; Interview I; Certificate C; References R

Skills	Essential	Desirable	How Assessed
Teach to Key Stage 4	√		AF/T
Ability to take initiative, lead, motivate, inspire and support students to achieve excellence	√		AF/I/T
Excellent interpersonal and group skills	√		AF/I
Good organisational and planning skills	√		AF/I
Able to ensure that technologies are used effectively to improve learning	√		T
A range of strategies for creating a positive climate for learning	√		AF/T/I
Excellent organisational and planning skills	√		AF/I/T
Evidence of good/outstanding classroom practice with a proven record or exam success	√		AF/T/R/I
A sound knowledge and understanding of current curriculum developments	√		AF/I
Ability to undertake self-evaluation and plan and execute improvements	√		AF/I
The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	√		T
Have the capacity to manage own work pressure and that of others effectively	√		AF/I



**“Students throughout the school benefit from many opportunities to take on responsibility, for example, as assistant librarians or sports leaders. This contributes very well to their moral and social development and helps them to develop skills which will serve them well in the future.”**

**Ofsted 2014**



Qualities	Essential	Desirable	How Assessed
The ability to inspire young people to learn and engage parents in supporting student learning	√		AF/I
A willingness to be involved in extended curriculum opportunities in the subject area and across the school		√	AF/I
Knowledge of changes to SEND		√	AF
The ability to manage time effectively and prioritise work	√		AF/I/R
A commitment to own personal and professional development	√		AF/I/R
Be a successful team player and be able to make sound judgments	√		AF/I/R
Patience, sense of humour	√		AF
Reflective practitioner	√		AF/I
A commitment to inclusive education	√		AF/I
Ability to work under pressure and meet deadlines	√		AF/I
Able to learn and develop pedagogy and practice from others in your team	√		AF/I/R
An ability to understand and appreciate your current strengths and the ways in which these might be further developed	√		AF/I
The ability to form and maintain appropriate relationships and personal boundaries with students	√		AF/I/R



Experience	Essential	Desirable	How Assessed
An understanding of the use of assessment to inform planning	√		AF/I
Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance	√		AF/I
Experience of working with students with social, emotional and learning difficulties		√	AF
Experience of performance management cycles and systems	√		AF
Recent experience of teaching the subject to all Key Stages		√	AF/I
Promotion of the subject across the curriculum		√	AF/I

Education & Qualifications	Essential	Desirable	How Assessed
Degree level qualification	√		AF/C
QTS Status and experience of teaching across at least two key stages in training	√		AF/C
Post Graduate Qualification		√	AF/C
Relevant professional development over the last 2 years		√	AF/C

Equal Opportunities	Essential	Desirable	How Assessed
Commitment to ensuring inclusion, addressing diversity and access	√		AF/I
Must be able to recognise discrimination in its many forms and willing to put equality policies into practice	√		AF/I

### ***Special Requirements***

An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful applicant and references will be requested.