



RISEDALE

SCHOOL

A family of learners

RECRUITMENT PACK

October 2024

Dear Candidate,

SUBJECT: Recruitment Pack – Head of Faculty (Expressive Arts)

Thank you for your interest in the post of Head of Faculty (Expressive Arts) at Risedale School. I hope you find the information you require within this recruitment pack.

Risedale is a fairly small community school with a fantastic, tight-knit staff, a wonderful group of young people and a clear but determined agenda to make sure that every pupil is looked after, nurtured, challenged and ultimately leaves ready for a positive future. We are at an exciting point in our journey; the school has entered a phase of change with improvements in progress and the opportunity for everyone to make a difference. We are absolutely committed to no young person being left behind and passionate about ensuring that the quality of education (including enrichment) is excellent. We want pupils to leave us as kind people with high levels of cultural capital. We are also proud of our connections with the military and seek to capitalise on this and our community partnerships.

If you decide to apply, please do so using the Risedale Job Application Form utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience meet the requirements for this post, what you can bring to this post and why you wish to work at Risedale. Please do not send a CV or apply through a recruitment agency.

Please note that, for suitably experienced or talented candidates, there is the possibility of future whole school responsibility in a more senior role, so if you are seeking the next step in your career and you have significant middle leadership experience, this may be your route into senior leadership.

Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than 23:59 Sunday 17th November 2024. Please mark your envelope 'Expressive Arts' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for an interview.

I look forward to hearing from you.

Yours sincerely,



Mrs L Greenwood
Headteacher.





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JOB INFORMATION

JOB TITLE	Head of Faculty - Expressive Arts
SALARY / GRADE	Main/Upper Pay Scale + TLR1
CONTRACT TYPE / TERM	Established / Permanent
JOB TO START	After February half term 2025
CLOSING DATE	23:59 Sunday 17th November 2024

Are you a visionary leader seeking to elevate arts education?

If you have a proven track record of success in expressive/performing arts education and a passion for fostering creativity, confidence, and enjoyment of the arts, we invite you to join our team. As leader of our newly established Expressive Arts faculty (music, art, drama and PE), you will have the opportunity to champion innovative approaches that empower our pupils to showcase both emerging and exceptional talents. You will also lead a team of curriculum leaders.

Ready to shape the future of arts education?

This role offers a unique chance to design and implement a groundbreaking vision for our arts curriculum and accompanying enrichment programmes. With a blank slate at your disposal, you can craft a curriculum and enrichment programme that inspires and challenges our pupils.

Join a thriving community of educators

We're searching for a visionary arts leader, ideally with a music background, to revitalise our school's arts programme. The ideal candidate will be a passionate advocate for the arts and physical education, committed to creating an inclusive and inspiring learning environment. They should possess strong leadership skills, a creative spirit, and a collaborative approach to working with curriculum leaders, teachers and pupils. With the potential for advancement into a senior leadership role, this is an exciting opportunity for a dedicated and innovative educator.

Benefit from our commitment to professional development

We offer comprehensive training and support, individualised professional development, leadership development opportunities, a collaborative and exceptionally supportive staff team, opportunities for extracurricular involvement, and the chance to contribute to exciting school improvements to demonstrate your impact as a leader.

If you would like further information on the role or would like to arrange a visit to the school, please email blood.s@risedale.org.uk to arrange a suitable time.

Completed application forms should be emailed to jobs@risedale.org.uk or alternatively can be posted to Lucy Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

PLEASE NOTE: the school will not accept referrals/CVs from supply or employment agencies for this post.

Closing date: 23:59 Sunday 17th November 2024

Interview date: Week commencing 25th November 2024

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.



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JOB DESCRIPTION

JOB TITLE:	Head of Faculty
GRADE:	Main/Upper Pay Scale + TLR1
CONTRACT TYPE / TERM:	Established / Full-time
RESPONSIBLE TO:	SLT Link

- 1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**
 - Head of Faculty
 - To be accountable for the quality of education in the faculty, achievement of targets and to manage efficiently and effectively the resources made available.
- 2. To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflect on what you do.**

Have knowledge and understanding of:

- The school's aims, priorities, targets and improvement plans.
- The relationship of the subject(s) in the faculty to the curriculum as a whole.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupil attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- Leadership approaches and strategies to raise standards.
- The implications of the SEND Code of Practice for teaching and learning.

Planning and setting expectations:

- Ensure the curriculum is effectively planned and implemented in all subjects across the faculty.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and learning.
- Work with the SENCO to ensure that individual education plans are used to set subject specific targets and match well to pupil needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the faculty which:
 - contribute to whole-school aims, policies and practices including those in relation to quality of education, behaviour and personal development;
 - are based on a range of comparative information and evidence, including the attainment of pupils;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success.
- Set appropriate and challenging expectations for pupil learning and development.

Teaching and managing pupil learning by ensuring:

- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.

- Teachers are clear about the learning purpose in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- Effective development of pupils' literacy, numeracy and information technology skills through the subject.
- Teachers of the subject are aware of its contribution to pupil understanding of the duties, opportunities, responsibilities and rights of citizens.
- Pupils have access to an engaging and varied extra-curricular programme which allows them to develop their performing/creative knowledge and skills.
- Teachers of the subject are aware of its contribution to pupil understanding of careers and can contribute to school-wide careers education.
- Teachers of the subject(s) know how to recognise and deal with stereotyping, prejudice and discrimination.
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

Assessment and evaluation:

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupil prior attainment is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Monitor and evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching.

Pupil achievement:

- Establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils, including those with SEND and linguistic needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with parents and the wider community:

- Establish a partnership with parents/carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

Managing own performance and development:

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, curriculum leadership and involvement in school improvement.
- Achieve challenging professional goals.
- Take responsibility for your own continuing professional development, supported by the school.

Managing and developing staff and other adults:

- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs and subject associations.
- Help staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, evaluating practice, and developing an acceptance of accountability.
- Appraise staff as required according to the school appraisal policy and use the process to develop the personal and professional effectiveness of the teacher.
- Ensure that trainee and Early Career teachers in the faculty are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status.
- Support staff wellbeing and effective management of workload.

Managing resources:

- Establish staff and resource needs and advise the Headteacher and senior leaders of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

Strategic leadership:

- Develop and implement effective policies and practices.
- Implement evidence-based subject development plans in the faculty.
- Ensure senior leaders and governors are well informed about faculty policies and plans, the success in meeting objectives and targets, and faculty-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

3. To use best practice to lead the faculty

- Regularly monitor and quality assure the quality of education in the faculty, analysing data to action improvements.
- Implement evidence-based approaches to education.
- Be responsible for personal development linked to faculty/school objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.



PERSON SPECIFICATION

ESSENTIAL UPON APPOINTMENT	DESIRABLE ON APPOINTMENT
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Qualified teacher status • Honours degree • Evidence of Professional Development in preparation for a leadership role 	<ul style="list-style-type: none"> • Evidence of recent CPD • NPQLT/NPQSL
<p>EXPERIENCE / KNOWLEDGE / UNDERSTANDING</p> <ul style="list-style-type: none"> • Recent relevant experience in teaching arts subjects at KS3/KS4 • Experience of planning and implementing curriculum at KS3/KS4 • Knowledge of assessment, recording and reporting of pupils' progress and achievements in arts subjects, and of the role of assessment for learning in ensuring pupil progress • A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post • Ability to identify all areas of emerging processes in delivering learning to pupils in the classroom and evidence of training teachers and assistants to deliver strong learning • Knowledge of effective monitoring and evaluation approaches to ensure excellent quality of education • Appropriate leadership and management experience 	<ul style="list-style-type: none"> • Understanding of the Ofsted framework • Timetabling/rooming a department • Music specialism
<p>SKILLS</p> <ul style="list-style-type: none"> • Transferable ICT skills • Excellent time management • Efficient record keeping • Excellent classroom practitioner 	<ul style="list-style-type: none"> • Ability to work under pressure • Experience of leading and delivering curriculum development which raises standards
<p>ATTITUDE AND VALUES / PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Ability to relate to and build relationships with pupils, parents, and other members of the school community • Enthusiasm and commitment to the aims and objectives of the school • Good communication and presentation skills • Quick to perceive and deal with problems • Make a positive contribution to the wider life of the school • Willingness to participate fully in school activities 	<ul style="list-style-type: none"> • Sense of humour • Team player • Compassionate and empathetic

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill-specific areas throughout the selection process.

Our Mission Statement:

The Risedale family is committed to a positive future for all through a personalised learning journey.

Our Aims:

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape the curriculum to discover, explore and build aspiration



About Us: Risedale School

Risedale School is a coeducational community secondary school welcoming pupils aged 11 to 16. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of service children of any secondary school in the UK and this military connection is an essential part of the school's distinctive character.



Risedale was inspected by Ofsted in November 2019 and the glowing report which followed saw the school being judged as 'Good' in all four areas of appraisal which includes; The Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management.

Inspectors described how, **"Pupils enjoy coming to Risedale School because it is a caring community"**. The school's Senior Leadership Team has, **"thought hard about how they can help pupils achieve well and enjoy learning."**

The report praised our improvements since the last inspection, the quality of our teaching, the behaviour of our pupils and the leadership and management of the school. The findings were a true testament to the hard work and commitment of all pupils and staff and the continued support of our parents and carers. Justifiably proud of this accomplishment, school staff are by no means complacent and know there is more work to be done and are enjoying the challenge.

OUR LOCAL AREA: Catterick Garrison

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities prompted by the planned expansion to the Garrison over the forthcoming years. Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, a leisure centre and a library. Risedale is just a 5-minute drive from the A1(M) providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).



CHILD PROTECTION



INFORMATION / INSTRUCTIONS FOR APPLICANT

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them. All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references will be requested prior to interview where consent has been given. References should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.

As part of a robust safer recruitment process, the school will carry out online searches on shortlisted applicants to identify any safeguarding or suitability issues that can be explored at interview.

At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority and School Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](#) can be found on our website at risedale.org.uk/information/policies.