

# Manchester Communication Academy

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Teacher of Art

Applicant Pack



with you, for you, about you.

Dear Candidate,

Thank you very much for your interest in becoming an Art teacher at Manchester Communication Academy. Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1200 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub and our outward facing work is outstanding.

MCA is at a very exciting stage of development with teaching opportunities in art which will continue to move the school towards excellence. In our 2024 Ofsted inspection, we were recognised as a good school, outstanding at personal development, and we want to continue to improve on that status by making the staff, student and family experience at MCA an exceptional one.


At MCA, we strive for excellence in everything we do. Implementing an ambitious, text-rich curriculum is a key priority and driving force in our ambition for excellence. We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise. Our knowledge of the memory model and how learning works underpins our Teaching and Learning policy so that subject leaders and teachers are empowered to adopt these principles intelligently and appropriately, whilst maintaining fidelity to what we know is effective. During department time, allocated during the academy day, and during weekly subject-specific CPD time, teams explore the 'best bets' of evidence-informed practice and work collaboratively to embed this practice within their daily habits. These sessions are engaging, impactful and ambitious, including deliberate practice, instructional coaching and an emphasis on building effective habits.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning.

We are looking for teachers who are aligned with our values and who have the talent and potential to accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence. If you are aligned to our mission and values and could flourish with this opportunity, we very much look forward to hearing from you.

Kind Regards



Susan Watmough  
Headteacher

## JOB DESCRIPTION

<b>JOB TITLE</b>	Teacher of Art
<b>SALARY GRADE</b>	M1-M6 / UPS
<b>DEPARTMENT</b>	Creative Arts
<b>RESPONSIBLE TO</b>	Head of Creative Art
<b>HOURS OF WORK</b>	Full Time

### Key Tasks

- To be committed to safeguarding and promoting the welfare of children and young people
- To plan appropriate learning for all children, monitoring progress and intervening when there is underperformance.
- To create a high quality, rich, stimulating and enabling learning environment.
- To work collaboratively and flexibly to ensure: effective planning, successful learning, better than expected progress and accurate and moderated assessment outcomes.
- To manage the learning environment, resources and time to ensure effective learning takes place.
- To monitor and celebrate children's learning, progress and achievement and record and report upon progress, including details on attendance, behaviour, development and additional needs.
- To be able to set clear targets, based on prior attainment, for pupils' learning.
- To have a detailed professional knowledge of the curriculum including an understanding of the progression of learning and development and national testing.
- To accurately assess children's development and to help create a successful framework for assessment.
- To work effectively with TAs and other colleagues who support children in their learning and beyond.
- To maintain a positive attitude, seeking to bring out the best in learners and having high expectations for all.
- To establish positive relationships with parents/carers, ensuring parental involvement in learning and progress
- To constantly strive to improve own performance and identify areas for self - improvement, attending appropriate training.
- To keep own CPD record up to date.
- To undertake any other duties as deemed appropriate by the line manager and commensurate with the post.

## Standard Duties and Responsibilities

- Have due regard to safeguarding and promoting the welfare of children and young people.
- Promote and implement equality and diversity
- Adhere to legislation and the Academy's policies and procedures
- Participate in performance reviews and professional/personal development activities.
- Will model the Academy's values at all times to generate a shared purpose

The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

Where the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

### Probation Period

Post holders who are new to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

### Person Specification

This person specification will be used when shortlisting candidates for interview.

	Essential /Desirable	Method of Assessment
<b>Education &amp; Qualifications</b>		
A good relevant honours degree (at least a 2ii)	Essential	AF, C
QTS – Higher qualifications relevant to the post, such as a Postgraduate degree/a professional qualification	Essential	
Other relevant professional qualifications	Desirable	
<b>Experience</b>		
Evidence of being an excellent practitioner	Essential	AF, T, I, C R
Evidence of adding value to children's outcomes and ensuring better than expected progress	Essential	
<b>Skills &amp; Abilities</b>		
Ability to reflect objectively on your practice	Essential	AF, T, I, C
A passion for learning and quality in educational provision	Essential	
Ability to communicate effectively and develop professional relationships with staff, partners and parents	Essential	
Ability to use Information and Communication Technology (ICT) to enhance teaching and learning and for data management	Essential	
Able to work independently and proactively	Essential	
Ability to work effectively as a team member	Essential	
Ability to reflect on own skills and knowledge, and to seek opportunities to develop	Essential	
High level of organisation skill	Essential	

Knowledge		
A flexible, adaptable and innovative approach to learning, teaching, curriculum and assessment	Essential	AF, T, I, C
A sound knowledge of a variety of effective teaching and learning strategies	Essential	
A commitment to and knowledge of community cohesion and social inclusion	Essential	
Knowledge of strategies to engage parent/carers with children's learning	Essential	
Work Circumstances		
Enhanced DBS Clearance	Essential	PEC
Can evidence proof of right to work in the UK	Essential	I
Disqualification by Association Declaration	Essential	I
Equivalent of 10 days continued professional development	Essential	I
Equivalent of 10 days extra - curricular activity (2 hours per week after core learning)	Essential	I
Minimum of two appropriate references	Essential	AF, R

- AF – Application Form
- T – Test
- I – Interview
- C – Certificate
- R – Reference
- PEC - Pre-Employment Checks

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

### Staff Benefits

- Access to Staff Employee Assistance Programme & other staff wellbeing services
- One additional 'Flexi-Day' of paid leave that can be taken during term time after 6 months' service
- Free On Site Parking
- Cycle to Work Scheme & On Site Bike Storage
- Car Leasing Scheme
- On Site Gym & Changing Room Facilities
- Electric Car Chargers
- Staff Bistro
- Free Tea & Coffee

### Payroll & Pension

- You will automatically be enrolled onto the Teacher Pension Scheme
- Staff are paid by BACS transfer into their bank account on the last working day of the month, unless notified otherwise

### Safeguarding

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
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Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.
Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.

## The Art Department

The art department is extremely valuable to the MCA whole school curriculum provision. We understand that art can provide a wonderful learning experience for our young people as well as preparing them for life after school. We know that by studying art our students help to develop their critical thinking and problem solving skills. It allows our students to interpret the world around them and provides them with opportunities for self-expression and creativity. Our students thrive in the art rooms as it helps to develop their confidence and sense of identity.

The department encompasses all aspects of the Art & Design curriculum. We currently offer GCSEs in Fine Art, 3D Design, Textiles, Graphics and Photography, achieving some excellent results. Art is extremely popular at both KS3 and KS4, with a high uptake at GCSE in all endorsements. The department prides itself in ensuring that students are able to follow an art pathway that allows them to thrive and show their own individuality. The department is always a lively environment at all times of the day with a studio atmosphere where students of all year groups are able to come in and continue with their work. ESA clubs are very popular both at KS3 and KS4 where students are able to come and learn new skills as well as continue with coursework and receive support from staff.

We are fortunate to have excellent facilities to help enhance our curriculum, including 2 x ceramics kilns, 1 x glass kiln, 10 x sewing machines, large stocks of spray paint, 3 x laptop trollies with full Adobe suite, 16 x digital SLRs, studio lighting equipment and a colour printer. We also work closely with the Design Technology department who have access to a laser cutter, 5 x 3D printers and a full workshop. We continually look at how to develop the department further to allow students to learn industry standard equipment and prepare them for life after MCA. The art rooms are a special place at MCA where students feel safe to explore the curriculum and thoroughly enjoy their time there.

The art team are a wonderful group of professionals that are committed to providing rich experiences in the subjects. Most of the team have been at MCA for many, many years. The successful candidate will be

welcomed into a high performing, supportive team and will be encouraged to bring their own ideas and skills into the department. In addition to their subject specialism, the successful candidate should have a breadth of subject knowledge across traditional fine art and also digital media, including photography and graphic communication. Knowledge of Adobe Photoshop and digital camera handling skills, would be desirable qualities.

If you would like to come and visit the school and meet the team, we would love to arrange this with you.