

Julie Bravo

Queensway Academy

Teacher of Art & Design





**QUEENSWAY SCHOOL**

**Art & Design Teacher**

**Salary: NQT/MPS/UPR**

**Dependent on experience / qualifications**

**Permanent position**

We are seeking to appoint an innovative and inspiring teacher of Art to join our forward-thinking secondary phase from September 2023. It is a fantastic opportunity to join an established Art team that has excelled in so many areas. Art has been a popular choice for our students with outstanding outcomes and an extremely keen cohort of students.

This post is suitable for both experienced and newly qualified teachers and is an exciting opportunity for a dynamic, ambitious and energetic individual. You will have the opportunity to deliver in key stage 3 and 4, ensuring that learning at Queensway is exciting and our young people are engaged and motivated to strive for excellence.

**Queensway School**

Queensway was established as an academy in March 2018 when it became part of the Learning Community Trust.. It was the result of a merger of an autistic provision which had been linked to HLC Secondary and a SEMH school that required a sponsor and a new start.

Queensway is across two sites – the North site in Hadley is a school for children with a diagnosis of Autism. The school has a PAN of 60 but due to demand for places always has additional students. It is a modern purpose, self-contained building on a lovely site with sensory and quiet rooms as well as a Sports Hall and good outdoor spaces. Queensway North has achieved Autism Accreditation from the National Autistic Society and our skills and strategies are worthy of their award. The school itself then ‘leads’ on Autism training both with the Local Authority and some external organisations.

The south site, in Dawley, has quiet rooms, teaching spaces and an excellent purpose-built skills centre for practical work which is where our new provision for motor vehicle is to be placed. Queensway South takes about 12 Y5 and Y6 children into our primary provision, the PAN is 54 and the other students are in Y7-11.

Both sites offer an extensive curriculum which includes English, Mathematics, Science, Design Technology, Art and Physical Education, Creative iMedia and Forest Schools and we have recently developed our offer to include Motor Vehicle, Hair and Beauty, Duke of Edinburgh and Photography. Social skills/education permeates through the curriculum on both sites preparing our students for life as young adults.

All students are encouraged to take a range of examinations which best meet their needs from the differentiated curriculum which is individually designed by the experienced staff team. The outcomes have improved year on year and in 2022 over 90% of our students gained five or more GCSEs at Grade 1-9 which was a significant achievement, 80% with English and Maths.

Both sites have their individual teaching teams, support staff and highly experienced Pastoral leads who also lead on safeguarding.

Queensway prides itself on its close working relationships with parents and good communications between home and school happen on a daily basis.

You will join a Trust steeped in a culture of wanting the very best for our children and is very ambitious for its schools. As a school, you will be joining a community that will do anything to make their children’s lives successful whilst preparing them for the next steps in their lives.

Julie Bravo

Headteacher

Queensway North/South

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**Learning Community Trust**

We are very proud to be a part of the LCT. The expertise and skills the staff have across the trust is invaluable in sharing best practice and our experience in working with children and young people with SEND is greatly valued in our mainstream schools. We are the only provision in Telford and Wrekin for students with these needs, all our young people have an EHC plan, and we work with the LA over admissions.

The LCT mission is very simple; we are driven to be an outstanding MAT for our community with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

The Learning Community Trust was established in June 2017 following agreement with the DfE/RSC to establish a MAT in this community. Not only were we approved as a MAT but we are also an academy sponsor. Our first academy conversions, when we became operational were:-

* HLC Secondary
* HLC Primary
* Queensway Special School

Our Trust now includes Charlton and Ercall Wood secondaries alongside Wrekin View and Crudgington primary schools and Severndale Academy. We are also supporting other schools within the county and beyond.

Our MAT spans education from 2-year-olds in our nurseries through primary and secondary education as well as specialist provision for autism and SEMH in our school. In addition, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum.

We keep our aims at the forefront of all we do, they represent our values as well as our intentions:

* To focus, across our schools, on **excellence** by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.
* To drive a **collaborative culture** across our schools which drives and supports improvement and develops all our staff as leading professionals
* To provide the highest levels of **care and support** for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community
* To ensure our schools are at the heart of the community they serve and are truly **inclusive** organisations with equality for all across our community
* To engage positively with our families and wider **community**, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

1. Our learners are engaged and successful
2. We have high quality staff across our Trust
3. We have a culture of continuous improvement
4. Our leadership and Governance is exemplary

The Trust currently has over 5000 students, over 1000 staff and we operate a budget of over £42 million, and this makes us a very viable Trust and a significant provider of education in Telford and Wrekin. For more information, have a look at our website [https://learningcommunitytrust.co.uk](https://learningcommunitytrust.co.uk/)

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| **C:\Users\veronica.croft\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\5O6ZN21T\Learning Community Trust Logos-02.png** | **TEACHING JOB DESCRIPTION**  **Art & Design Teacher**  **Queensway School part of the Learning Community Trust**  **Salary Range: Dependent on experience / qualifications (UQ/MPS/UPR + SEN)** | |  | | |
| Background:  Queensway School is part of the Learning Community Trust and we are looking to appoint an outstanding English teacher to our South campus. This is a specialist provision for young people with Social, Emotional and Mental Health diagnosis. The school is situated on a very pleasant site in Dawley.  Currently we are over-subscribed and have 121 students (Y5-Y11) on roll (67 at North Campus and 54 at South), who are taught by a team of specialist teachers and support staff. Students are in small classes of 6/8 students to support their learning and the model is of a teacher plus teaching assistant in each class. | | | | | |
| We are seeking to appoint an innovative and inspiring teacher of Art to join our forward-thinking secondary phase from Easter 2022. It is a fantastic opportunity to join an established Art & Design team that has excelled in so many areas.  This post is suitable for both experienced and newly qualified teachers and is an exciting opportunity for a dynamic, ambitious and energetic individual. You will have the opportunity to deliver in key stage 3 and 4, ensuring that learning at Queensway is exciting and our young people are engaged and motivated to strive for excellence.  The key benefits to working within our school are the relationships with not only a highly supportive staff community as well as with the students, that will enthuse you to deliver fantastic lessons each and every day. You will also have your own dedicated large teaching room and school laptop. You will also have free use of our health and fitness centre, four-court sports hall and 25-metre indoor swimming pool. Importantly, one of our key principles is to support your welfare, and as part of this we offer a comprehensive Employee Assistance Programme. | | | | | |
| Next Steps  If you wish further information, visits of the school and informal discussions please contact Ms Julie Bravo, Headteacher at Queensway Special School on [julie.bravo@lct.education](mailto:julie.bravo@lct.education)  ***Closing date for applications: TBC***  ***Please email your application form to:*** [AnnMarie.DixonWalker@lct.education](mailto:AnnMarie.DixonWalker@lct.education) | | | | | |
| **C:\Users\veronica.croft\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\5O6ZN21T\Learning Community Trust Logos-02.png** | **TEACHING JOB DESCRIPTION**  **Art & Design Teacher** |  | | |
| Name of post holder: | | | |
| Title of post: Teacher of Art & Design – Queensway School  Salary: Main scale + 1 SEN Point, + UPR depending on experience  Working hours  195 days per year. Full time. (1265hrs) Permanent | | | |
| Terms and conditions   1. The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it. 2. The other terms and conditions set out in the various national collective agreements in force from time to time. 3. The Local Authority’s Rules and Conditions including any local agreement entered into with recognised trade unions. 4. The school’s Instrument and Articles of Government as appropriate. 5. All staff may be required to deliver across the Campus to Key Stage 2,3 and 4 learners. | | | |
| **Description of general teaching post**  **FOR ALL TEACHERS**  **A teacher must:**  1. **Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   **2. Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study.   **3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * demonstrate a clear understanding of systematic synthetic phonics * demonstrate a clear understanding of appropriate teaching strategies.   **4 Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s)   **5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.   **6 Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.   **7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.   **8 Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | | | |
| **Personal and professional conduct**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.   **Skills and Competencies**   * To have experience of teaching Art to KS3 and Art GCSE to KS4 students * To have appropriate knowledge and understanding of the learning needs of young people with SEMH & Autistic Spectrum Conditions/Disorders (ASC/D) * To be prepared to develop your expertise in teaching and managing children with SEMH & ASC/C. | | | |
| **Reporting to (also responsible for Appraisal):**  Head of Queensway | | | |
| **Review/Appraisal arrangements**  This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate. | | | |

Signed…………………………………………………( )

Signed…………………………………………………(Head of Queensway)

Date………………………………………..

An electronic copy of this document will be kept with your personnel records.