



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS



Education, training, skills and employment services on one campus to raise standards in education for ALL

Teacher of Art Beal High School



Based at the Beacon Campus



Thank you for expressing an interest in becoming a Teacher of Art.



COMPELLING VISION FOR SUCCESS

Beal High School

Beacon Campus

Teacher of Art

Salary: MPS, UPS

Required: January 2019

Closing date: 29 November 2018

This is an outstanding school. "Exemplary behaviour, mutual respect and a highly inclusive culture are key contributory factors' (*Ofsted 2012*)

We are seeking to appoint a dynamic and inspirational Art Teacher who is ambitious and have a real passion for their subject. We are currently seeking to appoint an Art and Photography Teacher to our School. The post holder will be a motivated teacher capable of adding to an ambitious school where art and photography as GCSE and A-Level remain popular options.

The successful candidate will be experienced and well qualified to teach to all key stages across both disciplines. Importantly, you will have the opportunity to shape outcomes for all students, whilst personally benefitting from excellent professional development within a supportive department.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

An Enhanced DBS (with list checks) is required for this post.

Further information and an application form can be found at
www.beaconacademytrust.co.uk

Please forward your electronic applications to beasuccess@beaconademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.

ROLE DESCRIPTION

This Recruitment pack should be read alongside the range of professional duties of teachers as set out in the contract of employment, Teachers' Standards and BMAT policies and procedures.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers must meet all of the requirements in the [Teachers Standards](#).

1.	A teacher must set high expectations which inspire, motivate and challenge pupils
2.	Promote good progress and outcomes by pupils
3.	Demonstrate good subject and curriculum knowledge
4.	Plan and teach well-structured lessons
5.	Adapt teaching to respond to the strengths and needs of all pupils
6.	Make accurate and productive use of assessment
7.	Manage behaviour effectively to ensure a good and safe learning environment
8.	Fulfil wider professional responsibilities
9.	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
10.	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.
11.	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Other duties and responsibilities:

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Performance Manager that are broadly within the level of the post.

JOB DESCRIPTION: TEACHER

Teacher: Person Specification

This person specification is based on the Professional Standards for Teachers – Core

Teachers should have met the core standards by the end of their induction period and continue to meet them throughout their teaching career

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
1.	Qualified Teacher Status	D	A
2.	Degree	E	A
3.	Demonstrates successful practice as a teacher in a secondary school – qualified or as a trainee	E	A/I/R
Professional attributes			
4.	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I/R
5.	Hold positive values and attitudes and adopt high standards of behaviour in their professional role	E	A/I/R
Frameworks			
6.	Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I/R
Communicating and working with others			
7.	Communicate effectively with children, young people and colleagues.	E	A/I/R
8.	Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	E	A/I/R

9.	Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people	E	A/I/R
10.	Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment	E	A/I/R

11.	Have a commitment to collaboration and co-operative working where appropriate	E	A/I/R
-----	---	----------	--------------

Personal Professional development

12.	Evaluate their performance and be committed to improving their practice through appropriate professional development	E	A/I/R
13.	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	E	A/I/R

Team working and collaboration

14.	Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them	E	A/I/R
15.	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	A/I/R

Health and well-being

16.	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people	E	A/I/R
17.	Know the local arrangements concerning the safeguarding of children and young people	E	A/I/R
18.	Know how to identify potential child abuse or neglect and follow safeguarding procedures	E	A/I/R
19.	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support	E	A/I/R

Success and Effects			
20.	Effective time management	E	A/I/R
21.	Achieve challenging professional goals	E	A/I/R
22.	Take responsibility for their own professional development	E	A/I/R
23.	Self-confidence, personal impact and presence	E	A/I/R
24.	Adaptability to changing circumstances and new ideas	E	A/I/R
25.	Enthusiasm, energy, vigour and perseverance	E	A/I/R
26.	Commitment, reliability and integrity	E	A/I/R
Commitments			
Demonstrates the commitment to:			
27.	Equal opportunities for all in the school community	E	A/I/R
28.	Safeguarding and promoting the welfare of young people	E	A/I/R
