

# Key Information for Applicants

## Teacher of Art

Weavers Academy  
Start: September 2021



**WEAVERS  
ACADEMY**  
*Creative  
Education  
Trust*

"Striving for success, focusing on learning"

# Dear Colleague



Thank you for your interest in the role of Teacher of Art at Weavers Academy.

Working in partnership, Weavers Academy and the Trust have made much progress in recent years.

Underpinning our vision - *'striving for success by focusing on learning'* – the school has pursued a rigorous and continuous programme of educational improvement. As a result, curriculum planning, teaching strategies and assessment techniques have advanced and driven student progress. Work that the school has done to

“We seek to appoint an ambitious, creative, committed and energetic colleague”

further improve behaviour and attendance has resulted in students becoming increasingly ambitious for their futures.

Our unique Knowledge Connected approach teaches students to analyse and understand their curriculum of study through the application of six key concepts, encouraging them to identify and solve problems in practical and creative ways that give them a sense that they can have an impact on the world around them.

We were delighted to have been awarded a 'good' judgement from Ofsted in May 2017. However, we are not complacent and want to achieve much more for our students and to build on the school's strengths. We seek to appoint an ambitious, creative, committed and energetic colleague to be a key contributor to the achievement of this goal.

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- We are looking for a leader that can make a real difference;
  - Teachers need not come with a vast amount of experience, we are seeking colleagues who are open to development and collaboration;
  - We have a strong and dynamic leadership team who support each other and can offer an extensive level of coaching and expertise;
  - Our staff have great pedagogy, are open to learning and new challenge and importantly never give up;
  - We use a wide range of strategies flexibly to suit the needs of our students;
  - There is a learning culture for our staff, with extensive CPD on offer for effective and tailored professional development
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To ensure that our staff remain at the leading edge of educational thinking and practice we offer a wide range of professional development opportunities. In addition, in joining a growing group of schools, you will have the opportunity to have an impact on how the wider network develops through school-to-school support.

You can watch a short video on what it means to be part of Creative Education Trust, illustrating our 'Knowledge Connected' approach to learning on our YouTube channel: [www.youtube.com/user/creedacad](http://www.youtube.com/user/creedacad).

I look forward to receiving your expression of interest.

Yours sincerely

Vivien Swaida  
Principal

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

# ABOUT CREATIVE EDUCATION TRUST

**Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.**

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.

## Our aims for our students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE and apprenticeships
- ★ Ensure they have employability skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



## We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity



You can find out more at:  
[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)



# ABOUT WEAVERS ACADEMY



**Weavers Academy is an 11- 18, non-selective academy in Wellingborough and part of the growing Creative Education Trust.**

Weavers is large enough to offer a very broad range of opportunities within its innovative, comprehensive curriculum while small enough to provide the level of care required to ensure all students feel safe, valued and happy.

We know that the quality of teaching and learning is the single biggest factor in shaping how well students do at school and it is for this reason that we have placed it at the centre of the school's work. We care deeply about the success of each and every one of our students and we demonstrate this by devoting a huge amount of time to every individual.



## WORKING AT WEAVERS

- We are looking for an outstanding teacher of art that can make a real difference to the quality of education that the school provides in the Creative Arts learning area.
- Teachers need not come with a vast amount of experience, we are seeking colleagues who are open to development and collaboration.
- We have a strong and dynamic leadership team who support each other and can offer an extensive level of coaching and expertise.
- Our staff have great pedagogy, are open to learning and new challenge and importantly never give up.
- We use a wide range of strategies flexibly to suit the needs of our students; There is a learning culture for our staff, with extensive CPD on offer for effective and tailored professional development.



**'Teachers are keen to develop their practice. They meet weekly to discuss innovative and creative ways to improve pupil engagement, which leads to pupils making greater progress'.**

**Ofsted – May 2017**

To see full details of the school performance data please visit:  
<https://www.compare-school-performance.service.gov.uk/school/139068/Weavers-academy>



# SUPPORT FOR OUR STAFF

**We are committed to providing our staff with the highest quality support and challenge to ensure that their schools excel and give our students the education they deserve.**

Our Principals and Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and our Director of Standards and Primary Education.

Each of the Creative Education Trust's schools benefits from a comprehensive programme of support and challenge, including working with former HMIs.

Creative Education Trust places a strong emphasis on CPD for teachers and for senior and middle leaders. We run a regular programme of training events to improve teaching performance and also provide focused management development and one-to-one coaching opportunities. We have an active cross-trust group on the Teaching Leaders programme and use Future Leaders and Teach First extensively.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Head Office team, who are available to advise on financial planning, audit, HR, legal and property matters either directly or by referral to our professional advisors.

Each of our Headteachers is a member of the Headteachers' Forum that meets regularly to help Creative Education Trust develop its ethos and strategy, and to share their professional expertise. As the network of Creative Education Trust schools grows, this forum has increasing value as a means of professional development and problem solving.

There are also a number of cross-group, phase leader and year-specific forums.



You can find out more at:  
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# CREATIVE ARTS LEARNING AREA

## Art and Design at Weavers Academy

We have high expectations that every student is equipped with the skills, knowledge and understanding of art and design, by ensuring that they are provided with an enriched, personalised and challenged learning experience.

The art teaching team is highly driven, and forward thinking in prioritising the quality of teaching and learning in year 7-13 and as a result outcomes in 2019 saw 97% of students taking a creative exam achieve grade 9-4 at GCSE.

The team now seek an additional practitioner. The successful candidate will be skilled in drawing, painting and mixed media and be able to teach all key stages including post-16. The ability to teach a wide range of artistic disciplines and approaches to Fine Art is essential. This includes painting, drawing, printmaking, digital imagery and sculpture.

Art is taught across all three key stages. KS3 have 2 lessons per fortnight, KS4 have 7 lessons per fortnight and for KS5 8 lessons per fortnight. Lessons are 1 hour in duration.

In Years 7-9 students also study the following subjects on the Weavers design carousel part of the Art department. This includes textiles, design, photography and food. There are 3 1 hour lessons per fortnight. This is supported by the CET knowledge connected design programme which is creative and innovative. This programme supports students to explore a wide variety of both two and three dimensional media, processes and techniques.

Students and staff meet and work alongside professionals from creative business, fashion, digital media and manufacturing gaining valuable experience and knowledge of Design. The skills and understanding learnt in the Design programme is a natural transition to key stage 4.

### Key Stage 4

Exam Board: OCR Qualification: GCSE Art, Craft and Design (9-1)

Exam Board: OCR Qualification: GCSE Art and Design (textiles design) (9-1)

Exam Board: OCR Qualification: GCSE Art and Design (photography) (9-1)

The qualification consists of two components. Component one 60% of GCSE, a portfolio of work representative of their course of study and for component two 40% of GCSE an externally set assignment is provided by OCR, leading to a 10 hour exam.

### Key Stage 5

Exam board: AQA. Qualification: A Level Art and Design

Exam Board: OCR. Qualification: A Level Photography

Exam Board: AQA Qualification: A Level Textile Design

You can find out more at:

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# Teacher of Art

## JOB DESCRIPTION AND PERSON SPECIFICATION

### LOCATION

Weavers Academy, Wellingborough

### SALARY

MPS/UPS

### THE ROLE

- To contribute to raising standards of student attainment and to ensure outstanding progress.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### REPORTING LINES

The post will report to a TLR holder in Art.

### SPECIFIC RESPONSIBILITIES

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Learning Area.
- To contribute to the Learning Area Raising Achievement Plan and its implementation.
- To contribute to the whole school's Raising Achievement Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to lunchtime, after school clubs and competitions to promote participation rates.

### CURRICULUM PROVISION

- To assist the Head of Art and other TLR holders to ensure that the curriculum area provides a range of teaching which helps to deliver school improvement targets including those that relate to outcomes in art.

### TEACHING

- To teach, students according to their educational needs, including the setting and marking of work.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards or work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required

### STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Staff development – to continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the performance management review process.
- To ensure the effective/efficient deployment of other adults to ensure good progress.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To help support and co-ordinate the work of other staff where appropriate.

You can find out more at:

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## QUALITY ASSURANCE

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- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development of activities relating to the curriculum, organisation and pastoral functions of the school.

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## RAISING STANDARDS: CARE, GUIDANCE AND SUPPORT FOR LEARNING

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- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with RSLs to ensure the implementation of the school's Pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE and citizenship and enterprise according to school policy.
- To apply the behaviour management systems so that effective learning can take place.

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## MONITORING, EVALUATION AND REVIEW

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- Undertake regular, systematic monitoring of the quality of teaching, marking and assessment together with attitudes and behaviour to learning and present clear summary findings to a range of staff.
- Utilise findings from monitoring and recommendations to agree, plan and implement strategic and action plans to drive learning and progress.
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders with the ability to be constructive under pressure.
- Sustaining wide, current knowledge and understanding of education locally and nationally and pursuing continuous professional development.
- Communicating the academy's vision and empowering all students and staff to excel.

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## MANAGEMENT INFORMATION

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- To maintain appropriate records and to provide relevant accurate and up-to-date information for registers, information management systems etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

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## COMMUNICATION

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- To communicate regularly and effectively with a range of staff.
- Communicate effectively with the persons or bodies outside the school.
- To follow agreed policies for communications in the school.

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## MARKETING AND LIAISON

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- To take part in marketing and liaison activities such as open evenings, parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies.

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## OTHER SPECIFIC DUTIES

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- 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 promote actively the school's corporate policies.

You can find out more at:

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- To continue personal development as agreed.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To take an equitable part in the cover system of the school according to policy and regulations.
- To undertake any other duty as specified by STPCB not mentioned in the above.

The post holder must adhere to and ensure compliance with the School's Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to his/her Line Manager or the School's Child Protection Officer.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks will be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines

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# Teacher of Art

## SELECTION CRITERIA

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS &amp; KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status or working towards QTS and degree relevant to the subject.</li> <li>• High standard of written and verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to offer Textiles, 3 Dimensional design, graphics and Photography at KS3.</li> </ul>
<b>QUALITY OF TEACHING, LEARNING AND PROGRESS</b>	<ul style="list-style-type: none"> <li>• Expertise in planning the progression of subject skills within individual and across sequences of lessons.</li> <li>• Proven track record of outstanding art teaching including marking and assessment.</li> <li>• Ability to teach Art at Key Stage 5</li> <li>• Knowledge and understanding of the National Curriculum requirements in art and design.</li> <li>• Successful experience of teaching art at Key Stage 3 and 4.</li> <li>• Proven track record of outstanding outcomes.</li> <li>• Proven track record of strong effective behaviour management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach Graphics at Key Stage 4 and 5</li> <li>• Ability to teach textiles and/or photography at Key stage 4 and 5.</li> </ul>
<b>INTERPERSONAL SKILLS &amp; PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively and relate well to all stakeholders (including written, oral and presentation skills).</li> <li>• Willingness to contribute to extra-curricular activities</li> <li>• Ability to work as part of a team.</li> <li>• Creativity, energy, and enthusiasm with a 'can do' and 'will do' attitude</li> <li>• Ability to offer extra curriculum activities.</li> <li>• Evidence of working effectively under pressure</li> <li>• Possess a "can do", "will do" work ethic.</li> </ul>	
<b>COMMITMENT TO SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Commitment to, and belief in, the equal value of all students</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Ability to raise the self-esteem and expectations of children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline</li> </ul>	

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