**Job Description: Teacher of Art and art therapy**

**Principal accountabilities**

To support the Academy Lead (Curriculum) in providing high quality accredited and therapeutic outcomes for all of our young people through the medium of Art.

This job description should be read alongside the responsibilities listed within the teachers’ standards <https://www.gov.uk/government/publications/teachers-standards> (summary attached) and the <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions> which form part of the job description of all teaching staff at Sky Academy.

Whilst the holder of this post will be responsible for the delivery of Art lessons as their specialist subject, they may also be required to deliver other areas of the curriculum in cases of staff absence under the guidance of the Lead Teacher in those subject areas.

**Principal Accountabilities:**

* To carry out the duties of a class teacher as set out in the School Teachers Pay and Conditions and Teachers’ standards listed above.

To undertake other responsibilities in the school, as agreed with the Headteacher

**Key duties**

**The post holder will be a role model of effective educational practice in a specialised SEMH/SCLN setting for all staff and children. The key duties are as follows:**

* To act as programme teacher for art across the academy.
* To manage the delivery of art courses and therapy with responsibility for content planning, resourcing, implementation and evaluation of progress.
* To manage and guide any TA that accompany the young people in the classroom.
* To work with our local Sense shop ‘The Bold and the Brave’ to enable young people to create and showcase items for sale.
* To contribute to achieving the aims of School and Department Development Plans.
* To work with other professionals and parents and carers who are involved with a young person.
* **To establish and maintain a purposeful working atmosphere, which is differentiated by need and appropriately challenging and aspirational for all students through;**
* Modelling high standards and being a positive participant in a culture of sharing good practice amongst all staff.
* Setting clear quantitative and qualitative targets for young people’s progress, building on prior attainment, and ensuring that young people are aware of what they are being asked to do and the steps to improvement.
* Providing structure for lessons through short, medium and long-term planning, which maintains motivation and challenge for young people.
* Designing highly focused teaching sequences/lesson plans, with an aspirational approach to pupil engagement
* Designing and maintaining a positive, stimulating and educative environment
* Supporting young people’s independence in their learning
* Setting high expectations for young peoples’ behaviour, establishing and maintaining a good standard of discipline through well focussed teaching and positive and productive relationships.
* Contributing to the system of whole school rewards.

**Welfare**

* To support young people to develop a wider educational, social and cultural understanding of life.
* To monitor the individual health needs of young people and to communicate those needs to other staff as appropriate.

**Line management**

* Line managed by the Academy Lead (Curriculum)

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Relevant subject degree level qualificationHLTA/QTSEvidence of continued relevant professional developmentSafeguarding training within a setting with young people | Qualifications or training in using art as therapySpecific SEND related training/qualificationsTeam Teach trained Minibus driverFull, clean driving licence |
| **Experience, skills and knowledge** | Experience of working with students with SEMH and SLCN.  Interest and aptitude for working with socially vulnerable young people  Self-motivated and committed to self-development Experience of using holistic behaviour management techniques to positively support young people and safely manage behaviours Successful experience of working with young people to achieve accredited outcomesA knowledge and understanding of specific learning difficulties such as SEMH, ADHD, Autism, Dyslexia and Dyspraxia to support the learning of students with such difficulties. Successful previous performance management against the teachers’ standards Ability to work in an environment that requires a high level of confidentiality Experience of working effectively as a team  Good ICT skills and a high level of attention to detail  Good written and oral communication skills  Good organisational skills Ability to form and maintain appropriate, positive relationships and personal boundaries with children and young people Commitment to safeguarding and promoting the welfare of children and young people  | Experience of working with vulnerable young people in a variety of settingsExperience of working in a highly confidential environment  |
| **Personal qualities** | Well-developed ability to manage the demands of work and homeWell-developed ability to manage personal wellbeing in a demanding environmentAbility to encourage learning by building positive relationships  High expectations of behaviour and the ability to support behaviour without confrontation  Excellent interpersonal skills, energy levels, enthusiasm and flexibility  Calm and adaptable with an ability to work within a flexible and busy environment  Willingness to undergo appropriate checks, including enhanced DBS checks  Emotional resilience in working with challenging behaviours  Have a willingness to demonstrate commitment to the values of Learn@MAT and Sky Academy |  |
| **Other** | A willingness to support extra-curricular activities and trips |  |