

Applicant Pack

Dear applicant,

Thank you for your interest in applying for a position at Chorus Education Trust.

At the heart of our Trust is the belief that every child deserves the very best education and can achieve beyond their expectations. This is embodied in our ethos, **'Outstanding achievement For All'**.

You can read more about our approach and our individual schools within this pack. In essence, we believe that schools can work together, bringing their collective expertise to benefit everyone. We have been doing this for years through our Teaching School – one of the biggest in the country, training over 100 trainee teachers every year.

We have built upon this success to establish the only national SCITT (School Centred Initial Teacher Training) for modern languages, working with colleagues across the country in both state and independent schools to bring additional language teachers into education.

As a leading provider of NQT Induction and professional development for all staff – including subject specialism and middle leader training, we believe we can support you through every stage of your career. Our challenge is to make your experience within Chorus Education Trust so good that you'll never want to leave. We want to grow teachers and leaders who can spread their excellence across all of our schools, supporting colleagues and inspiring students.

I hope you share our vision for education and will apply to work with us soon.

If you require further information about the Trust and its schools please visit our website at:

www.chorustrust.org

With very best wishes,



Roisin Paul
Executive Headteacher



About Chorus Education Trust

We are a growing Trust, committed to providing every child with the best education possible in both primary and secondary schools across South Yorkshire and Derbyshire.

Our founding school, Silverdale secondary comprehensive, is an Outstanding school, recently voted Top State School in the North by the Sunday Times, where students achieved the top Progress 8 score in South Yorkshire in 2018. Westfield School in the south-east of Sheffield is also part of our Trust, having joined officially in December 2018. On 1 September we were then joined by Hope Valley College, a secondary school in the Peak District, north Derbyshire.

Other secondary and primary schools are in the process of joining the Trust, and the aim is to develop a Trust across Sheffield and the Peak District with geographical hubs. The vision of the Trust is 'Outstanding Achievement for All'. All appointees will be given a primary place of work but may be required to work at any site within the Trust in the future.

An outstanding education should not depend on your postcode

We believe that every child in our region deserves the best education possible, and we know that there is outstanding expertise across our region that can be harnessed to make this happen. That means drawing on one of the biggest strengths in the education world – the willingness to share, support and collaborate.

Working with both primary and secondary schools in South Yorkshire and Derbyshire, we are working to build a Trust that provides the very best education for young people, where ever they live.

Together we are stronger

All schools are facing financial challenges and we believe that, by coming together, we can build resilience that just wouldn't be possible on our own. As well as achieving economies of scale for schools by purchasing goods and services as one organisation, we provide a range of central services at extremely competitive costs. You can see the full list here. We also have expertise in fundraising and income generation, to ensure that schools can bring in additional funding.

You don't have to like the academies programme to like us!

We know that the academies programme isn't everyone's preferred way of delivering education. However, it is the direction of travel for the foreseeable future. So we are very keen to build a collaboration of schools in our region, rather than have it 'done to us' by a national chain with limited understanding of the local area.

Choose your own destiny

We know that every school brings expertise that we can all learn from. So we want the schools that join us to help shape our Trust. We don't believe in moulding every school to one template. Instead, we want our schools to contribute to the long term development of the Trust.

We know education

At our heart is the Sheffield Teaching School Alliance, which trains over 100 teachers every year, runs a range of CPD courses and runs the only national SCITT (School Centred Initial Teacher Training) for modern languages. We work with over 150 schools and have built a trusted reputation for training and developing teachers. We bring this expertise and experience to inform our work across the Trust.

You can be aspirational and inclusive

We believe that every young person has the capacity to achieve beyond their expectations. We go to great lengths to keep students in school, by developing a strong, inclusive environment and investing in teams of dedicated, professional staff.

Silverdale School

Silverdale is a highly popular comprehensive secondary school and sixth form with over 1,300 students in the south-west of Sheffield. In 2014 Ofsted rated it 'Outstanding' and in 2018 it was awarded 'State Secondary School of the Year' for the North by the Sunday Times.



It has consistently achieved exceptional exam results at both Key Stages 4 and 5, with positive progress for all cohorts, including SEN and disadvantaged. The 2018-19 A-level results resulted in an Alps 1 grade for the sixth form

Silverdale is a diverse and inclusive school, with over 50 languages spoken by staff and students. A broad and balanced curriculum is offered, with an array of extra-curricular and enrichment opportunities.

The school has been completely rebuilt as a PFI building in the first phase of Sheffield's Building Schools for the Future programme. It is attractively situated on a single site in 17 acres of grounds within the south western area of the city, and enjoys extensive views over Sheffield and the surrounding countryside. The school has an Integrated Resource Unit for hearing impaired and deaf students which is staffed by teachers from the Sheffield Service for Sensory Impaired Children.



Aims

The school has high expectations of all its students. Our aim is to work in partnership with students and parents, and to provide education in a caring and supportive environment that allows each individual to develop morally, spiritually, physically and intellectually at the pace and in the direction which suits each pupil best – so that the highest possible standards may be achieved. The school also works closely with employers and other schools and colleges.

We regard standards of behaviour as being of great importance. The school is concerned that its curriculum should both reflect and give value to the diversity of the student community and prepare students to take their place in a multi-cultural society. The school is committed to equal opportunities for all. The school aims to safeguard all its students so that they experience school as a safe and secure environment in which to learn.

Admission

The school has approximately 1,300 students including around 400 in the Sixth Form. In recent years, the number of applications for admission to Silverdale has exceeded the admission limit. Additional students have been admitted, to help the local authority manage the increased demand in the south-west of the city, but this will cease unless the school receives funding for a physical expansion of the building.

The Sixth Form is also popular with a large number of Year 11 students progressing to post-16 education. They are joined by a significant number of students from across the city.

Pastoral Care

Our pastoral and support system is based on form and key stage groupings. Each form belongs to a key stage group with a Form Tutor, Pastoral Manager and Key Stage Leader to monitor attendance, work progress, behaviour and achievements. In Years 12 and 13 there are Form Tutors, supported by the Head of Sixth Form, Y12 and Y13 Leaders, Key Stage 5 Support Officer and Administration Assistant. Here, guidance and support are given on academic progress, university and Post-18 selection and application; in addition to a wide range of activities including prefect duties and community service and a PSHE and Key Skills programme. We have a clear behaviour policy, which rewards students for getting things right and ensures that positive comments,

interactions and praise outweigh consequences. Poor behaviour is dealt with consistently by all teachers with equity of sanction, and helps ensure that students can concentrate on their learning.

Curriculum Organisation

We are proud to have worked hard to retain our broad and balanced curriculum.

Students who join Year 7 from primary schools are placed in all-ability classes for teaching, registration and tutor purposes. The timetable for Years 8 and 9 is constructed to allow setting in some subjects (i.e. the placing of students in teaching groups consisting of similar ability).

The Year 10 and 11 option programme provides a common core experience for all students and an opportunity for some specialisation. Students study 9 subjects aimed at external examinations. All students have the opportunity to take GCSE English, Maths and Science and a modern foreign language at KS4. Over 75% of students are entered for the English Baccalaureate.

Curriculum Enrichments

Curriculum enrichments are available to all students. Year 10 students have the option of at least a week of work experience. Other enrichments include: a very wide range of P.E. activities, including opportunities for inter-form sports competitions, school teams and clubs; annual ski trip; annual drama productions; music concerts and activities; language trips abroad; a range of Students Voice activities including a School Council; work shadowing; Young Enterprise and mock interviews for Sixth Formers.

Examination Results

In 2017-18, our Progress 8 score was +0.6 – the highest in South Yorkshire! Our 2018-19 score looks to be similar.

For 2018-19 we achieved an Alps 1 score. This means that the progress our students make at A-level is in the top 1% of the country.

Facilities

The new building (occupied in January 2009) provides full access for all students and is a fully inclusive environment. Through its design features, it supports:



- **Innovative and flexible teaching and learning:** with large, fully equipped classrooms and other, more informal study environments, (particularly for older students) such as the library, which all promote learning as a stimulating and enjoyable experience.
- **Inclusion:** an integrated support centre at the heart of the school enables students to become independent learners. The integrated resource provision for hearing impaired and deaf students is fully integrated into the fabric of the school, making it possible for every member of the school community to feel valued and included. Access to all areas is

ensured and the site enables co-ordination of the SEN and mainstream elements of the school, thus enhancing provision and better meeting the needs of all the young people.

- **Behaviour management and supervision:** The creation of wide corridors and stairways and social areas for students support a sense of calm. These facilities have a positive effect on pupil attitudes to school and assist staff in ensuring efficient pupil movement and levels of punctuality.
- **Departmental Areas:** each has its own resource area and accommodation for staff work spaces. Classrooms and other, more informal learning spaces are adaptable to allow for flexibility in teaching and learning styles, cross curricular work, a differentiated curriculum and access to ICT, enabling everyone to have full access.
- **Provision for ICT:** the new building provides a range of flexible areas supported by wireless technology. Interactive whiteboards and digital projectors are in all learning environments and facilitate a range of delivery styles. The technology supports remote learning: enabling lesson plans, schemes of work, homework and assessments to be accessible at home as well as at school.

The facilities provided evoke a sense of pride in the school. They enable all students to access a wide curriculum offer in an environment and ethos conducive to learning.

Management

The School Leadership Team consists of a Head of School, two Deputy Headteachers, two Assistant Headteachers and a School Business Manager. There are also three Associate to SLT roles, providing a one-year development opportunity for staff. The Head of School reports to the Executive Headteacher of Chorus Education Trust. The management of the school aims to be open and inclusive, encouraging every member of staff to contribute fully to the life of the school and to their own professional development.

Governance

The Local Governing Body meets frequently and has a cycle of committees covering Finance and Resources, School Improvement, and Safeguarding and Inclusion. The Parent Governors are keen to hear parental views and respond to their needs. The Local Governing Body report to the Chorus Education Board of Trustees.

Sixth Form



Silverdale's Sixth Form offers two-year courses to students who wish to continue their studies beyond Year 11. A wide range of A-level and BTEC courses are offered which maximise career opportunities and meet the specific requirements of any Higher Education courses for which they may be aiming.

A post-16 enrichment programme includes Duke of Edinburgh Awards Scheme, volunteering and many other options.

The stay-on rate to the sixth form is very high (about 60% regularly stay on into the sixth form at the school). Most of these students go onto gain university places. The school provides an extensive programme of one to one support and advice for sixth formers, including a university preparation interview in Year 12 and help with UCAS application at the beginning of Year 13. Post A- level advice is also provided. The school has close links with a number of Oxbridge colleges and a high success rate in obtaining Oxbridge and Russell Group places.

Westfield School

Westfield School is on the cusp of achieving great things. The school legally joined Chorus in December 2018, following a year under its leadership.

A new Head of School joined in 2017-18 and has developed a strong leadership team. Together with staff, parents and students they have worked hard to create a vibrant, inclusive school with a relentless focus on improving outcomes for students.

The school is an 11-16 comprehensive with around 1,200 students on roll, located in the south-eastern suburbs of Sheffield. It sits within the centre of its catchment area and enjoys excellent, modern facilities. There is easy access to the M1 and Sheffield City Centre.



Sixth Form

Westfield students have equal admissions to Silverdale students into Silverdale Sixth Form, providing they meet the admissions criteria. In 2018, the first 11 students from Westfield entered Silverdale Sixth Form.

Our ethos

At Westfield we have a commitment to the Chorus Education Trust ethos of **Outstanding Achievement for All**. This means we have the highest expectations of everyone in the school community and believe that, with the right support and with hard work, we are all capable of achieving incredible things that are way beyond expectations.

We are inclusive - everyone in our school community is unique and valued, and we will actively celebrate and learn from each other's differences.

You will hear us talk frequently about ARKS, which underpins all that we do. We have four simple expectations of everyone in our community, that they will be:

- Ambitious.
- Ready.
- Kind.
- Safe.

Pastoral Care

The pastoral system recently changed from a vertical organisation to a year-based approach. This has allowed Heads of Year, supported by Pastoral Managers, to really focus their efforts on their students and their particular needs.

Students are placed within ARKS/form groups within their year, with the following benefits:

- It enables English and Maths teachers to become key workers for Y11 students, thereby maximising opportunities for intervention with Y11 students as exams draw ever closer.
- It enables the Head of Year 7 and Pastoral Manager for Y7 students can ensure a smooth transition from Y6 to Y7 and support students throughout their first year at secondary school.
- It enables key messages to be delivered to year groups as a whole and for targeted support to be given to students at different times of the year with key events, such as Y10 Work Experience, Y11 Post 16 progression and the options process in Y9.

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- The content of the work delivered in ARKS time can be differentiated to ensure it is suitable for that year group.

Students are also organised into four Halls, named after local rivers: Don (red); Loxley (blue); Rivelin (yellow); Sheaf (green). Our school logo reflects the colours of the four Halls and students wear a tie that contains the colour of their Hall. Students compete in inter-hall competitions such as the London Legacy Inter-Hall Sporting Competition and our school inter-hall Sports Day.

Positive Discipline

Following consultation with our school community, from September 2019 we have introduced a Positive Discipline approach to managing behaviour.

Positive Discipline means:

- A rewards-led system.
- A calm and purposeful environment, all the time, every day.
- Self-managing students who are ambitious, ready, kind and safe.
- No low-level disruption to lessons.
- Crystal clear expectations and structures consistently implemented at every level and at every stage of the school day.

Students are provided with planners where behaviour and rewards are recorded by staff. Staff have been trained so that the new policy is applied consistently and fairly.

Teaching and learning

At Westfield our vision is for outstanding achievement for all.

To achieve this, we must ensure:

- all lessons engage, support and challenge **all** students to make rapid and sustained progress.
- all teachers have a shared understanding of what constitutes outstanding teaching and learning.

The Teaching and Learning Policy focuses on incorporating teaching principles that we believe encourage and will engage students in higher thinking and learning.

We have followed the DRICE educational model for this, which has been used nationally to escalate pupil progress for all students. At Westfield, teachers will aim to provide learning opportunities that:

- Deepen thinking.
- Role model learning.
- Impact on learning.
- Challenge expectations.
- Engage in learning.

By following this model, we have developed and instilled key principles of teaching and learning that as staff we aim to follow every day.

By ensuring engaging and valuable learning experiences, we will ensure all students make rapid and sustained progress. In order to ensure this happens in every lesson, we have focussed more clearly on 6 key aspects of outstanding Teaching and Learning. These are:

1. Planning - At Westfield we must ensure that learning objectives and clear and ***differentiated learning outcomes*** are present in all lessons.
2. Engaging Activities - At Westfield we believe students should be ***engaged*** by the lesson as soon as they arrive at the classroom.
3. Modelling - We will ***role model*** learning processes to enable students to apply knowledge effectively and ***challenge*** themselves within learning tasks.
4. Application of knowledge – Students need to apply knowledge. The tasks will ***deepen knowledge*** and ***challenge*** students to ***meet or exceed their targets*** and should allow for progress to be measured through AFL strategies in place.
5. Challenge - Lessons at Westfield will ***embrace challenge***, with students being consistently pushed to make ***outstanding progress***.
6. Assessment for Learning - We must enable students to reflect on current progress and drive the understanding of how to ***make further progress*** through effective use of AFL (Self, Peer, Questioning).

Exam Results

Although the Progress 8 score is still negative, the 2018-19 exam results showed the green shoots of improvement. Attainment is up significantly in English, with 13% more students achieving a grade 4 or above, ensuring more students can progress to post-16 education. Attainment has also improved considerably in Science, both triple and double. For example, the average grade in Chemistry was one grade higher than in the previous year. More students also achieved the top grades this year. In 2018, we had 113 grades 8 or 9 from 250 students. This year we had 123 from 230 students.

Curriculum Enrichments

At Westfield, we aim to nurture our students' talents and interests. A wide range of activities are put on at lunchtimes and after school which all students are welcome to participate in.

Departments also offer enrichment opportunities that allow students to experience their subjects beyond traditional classroom teaching.

Sporting Success

Westfield has a proud history of sporting success. We were previously a specialist sports college and are fortunate to have state of the art sporting facilities on our site. These include an indoor swimming pool, gym, sports halls and extensive outside pitches.

Last year was quite simply the greatest in the sporting history at Westfield. Not only did we achieve huge sporting success, we had huge attendance in after school sport and made a real difference in our community. And our PE department won the John Moss Award in Sheffield, earning us the title of PE Department of the Year!

The events ranged from athletics and gymnastics through to Key Stage 1 ball skills and Year 6 transition events. All of these events are led and driven by our Sports Leaders and last year they allowed over 3,000 young participants the chance to be active and competitive. Perhaps the highlight was our Olympic Torch relay. Ten schools were visited by our four Legacy Makers who brought with them a real London 2012 Olympic Torch. Each school gave the torch a Rio 2016 style welcome and presented the Legacy Makers a handmade Olympic Torch designed by a selected child.

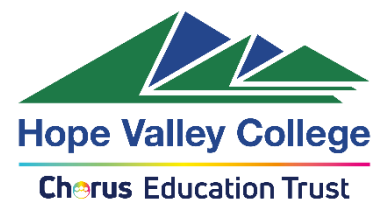
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What the schools produced was quite simply unbelievable. The quality of our Sports Leaders has been recognised by various external organisations. It speaks volumes that we have Sports Leaders involved in the Points Leadership Academy, the Sheffield Academy of Young Leaders and we have volunteers at events such as the British Athletics Championships and the UK School Games. Most recently Westfield was awarded Sports Leaders UK Academy status.

We also have one of the largest Sports Leaders' Academies in the city, with over 75 trained students from Years 7 through to 11. The school has built a culture where it is a genuine honour and a sought after position to be a Sports Leader. The Leaders are integral to what we offer within our community. Last year we ran 19 festivals and events and all nine of our feeder schools were involved.

Hope Valley College

Hope Valley College is a comprehensive secondary, situated in the village of Hope in the Peak District. It has a highly inclusive ethos and attracts students from across north Derbyshire. It sits at the heart of the local community, about 11 miles from the city of Sheffield.



We have over 570 students, with a small number within a Post-16 Pathways, area-wide provision comprising mainly foundation learning programmes (incorporating work experience and life skills) for young people with specific learning difficulties or special educational needs.

Our stunning countryside location means we can offer a wide range of outdoor activities, including our on-site bike trail and numerous local trips.

Hope Valley joined Chorus on 1 September 2019.





Sheffield Teaching School Alliance

Our Teaching School supports staff at every stage of their career - from initial teacher training, right through to middle, senior and executive leadership. We also provide subject specialism training.

The Teaching School grew from Silverdale School, was designated as one of the first Teaching Schools in 2012 and sits at the heart of the Sheffield Teaching School Alliance.

We have a large, cross phase, nationally recognised School Direct Teacher Training Programme, a statutory duty to report on the progress of NQTs in Sheffield and a fully developed programme of CPD for teachers. All of these activities provide opportunities for staff within our Trust to take on new roles and skills.

We work with over 60 schools in our School Direct network, which includes primary, secondary, special and the Peak District – training over 100 teachers every year. We are always looking for new partners and to deepen existing relationships.

Our Specialist Leaders in Education (SLEs) enable us to provide school-to-school support across the region. These roles provide excellent opportunities for staff in our Trust wishing to further their experience and skills.

This year we have bid to become one of the new 'Super Teaching School' hubs, to provide services across South Yorkshire. A decision on our application is expected before the end of 2019.

www.sheffieldsa.org

National Modern Languages SCITT



As a result of our success recruiting and training Modern Languages teachers through School Direct, we have worked with the Department for Education to establish a subject specific School Centred Initial Teacher Training (SCITT) provider

Our [National Modern Languages SCITT](http://www.nationalmodernlanguages.com) represents a new partnership between the state and independent sector offering a wealth of experience and tremendous opportunities to train to teach in a wide range of contexts.

www.nationalmodernlanguages.com

Head of Art & Design: Job Description

Salary Scale/Spinal Point: MPR/UPR: TLR 2A (In addition a TLR3c may be awarded dependent on successful KS5 recruitment)

Purpose of the job:

In addition to the requirements of a class teacher, the postholder will:

- a) Lead the subject/curriculum effectively to ensure 'Outstanding Achievement for All' and the highest standards of personal development and well being are achieved.
- b) To analyse and be accountable for student progress/results of the subject/curriculum area and to support, hold accountable, develop and lead the curriculum team.
- c) Be a role model of professionalism and good practice.
- d) Develop and enhance the teaching practice of others.
- e) Ensure the provision of an appropriately broad, balanced relevant and differentiated curriculum for students studying in the subject area.
- f) Lead, manage and deploy teaching/support staff, financial and physical resources within the subject area.
- g) Ensure the consistent application of Silverdale Policies and Procedures by all staff in the curriculum team.

Responsible to:

Nominated member of Senior Leadership Team with allocated line management responsibility. Overall to the Headteacher.

Responsible for:

All teaching and support staff based within the subject area as agreed with the Headteacher and to assume overall responsibility for the subject.

Employment duties:

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD) and within the range of teachers' duties set out in this document.

LEADERSHIP & MANAGEMENT

- Provide strategic leadership for the development and management of Art & Design throughout the school.
- Lead, monitor and evaluate high quality teaching assessment, marking and feedback across the subject area.

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- Lead, monitor and evaluate the 'Climate for Learning' within the subject area, focusing on consistency of application by all staff of Silverdale Rewards and Behaviour Policy and Procedures.
- Identify areas for development and improvement linked to the Silverdale School Improvement Plan (SIP) and national and local initiatives.
- Systematically develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject.
- Oversee day-to-day management, control and operation of course provision within the subject, including effective deployment of staff and physical resources.
- Rigorously and robustly monitor and follow up student progress with appropriate intervention strategies.
- Use data to inform the strategic deployment of teachers in partnership with the Headteacher/Deputy Headteacher and to monitor and evaluate standards within both an academy and national context.
- To consistently implement all Silverdale Policies and Procedures and ensure that Safeguarding, Health and Safety, Security, Confidentiality, Data Protection and ICT Acceptable Use policies and practices meet requirements.
- To work with colleagues to formulate aims, objectives and strategic plans for the subject which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the SIP.
- Ensure that staff development/CPD needs are identified and that appropriate programmes are designed to meet such needs.
- Undertake robust Appraisal Review(s) and to act as reviewer for staff within the subject.
- Ensure appropriate arrangements are in place for classes when staff are absent.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Silverdale School and Chorus Education Trust procedures.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Participate in the school's NQT and ITT programmes, as well as contribute to the Sheffield Teaching School Alliance where appropriate.
- Be responsible for the efficient day-to-day management of staff within the subject and act as a positive role model.
- Be responsible for the disciplinary, capability and recruitment processes within the subject team.
- Ensure that all members of the subject team are familiar with department aims and objectives within the framework of the SIP.
- Disseminate information from meetings from middle leader and line management meetings.
- Ensure effective and timely communication/consultation from your team as appropriate with the parents/carers of students, especially in relation to underachievement and unacceptable behaviour.

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- Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the subject budget.
- Raise the profile of the subject across the school.

TEACHING & LEARNING

- Teach consistently good or better lessons.
- Be accountable for the development and delivery of the subject's curriculum.
- Ensure that the key priorities of the department are delivered to a high standard.
- Ensure that high quality, appropriate schemes of learning and assessment strategies are in place for all year groups and being followed by subject colleagues.
- Keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- Establish common high standards of practice within the subject and develop the effectiveness of teaching and learning styles.
- Contribute to Silverdale School's procedure for lesson observation and monitoring.
- Ensure that the subject quality procedures meet the requirement of Self Evaluation and the School Improvement Plan.
- Ensure that appropriate homework is detailed in schemes of learning and is regularly set and marked in line with the Silverdale homework and marking and feedback policies.

ACHIEVEMENT & PROGRESS

- Ensure the establishment of common standards of practice across the subject and develop the effectiveness of teaching and learning styles.
- Establish and monitor the robust process of setting of targets within the subject and to work towards their achievement.
- Monitor and evaluate student progress and achievement against targets.
- Lead evaluation strategies to contribute to overall school self-evaluation.
- To contribute to the school procedures requirements on lesson observations.
- Implement school quality assurance procedures in the department and to ensure adherence across all staff within the department.
- Produce an annual examinations analysis and subject review.
- Ensure the maintenance of accurate and up-to-date information concerning student progress within the subject on the management information system.
- Analyse and evaluate, with the subject, performance data provided and take swift and appropriate action in response to under achievement.

Further Statement:

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the SLT.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Date: September 2019

Head of Art and Design: Personnel Specification

The successful candidate will need to demonstrate evidence of the following:

Qualifications

- A relevant degree together with Art and Design PGCE or equivalent teaching qualification.
- Evidence of commitment to CPD to support areas of the job role.
- Detailed knowledge and understanding of the current issues in Art and Design education.

Experience

- Proven record of excellent teaching of Art and Design
- Demonstrable evidence of raising and sustaining attainment through successful leadership.
- Use of student performance data to inform classroom teaching.
- Record of success in effective and efficient team management.
- Experience of managing resources effectively.

Professional Knowledge & Understanding

- An enthusiasm for innovation and developing teaching and learning.
- An excellent understanding of engagement and how to motivate students.
- A sound understanding of modern pedagogy methods within the field of teaching Art and Design.

Professional Skills

- A high commitment to learning and achievement.
- Ability and confidence to coach and mentor staff and tackle underperformance.
- Excellent interpersonal, planning and organisational skills.
- The ability to collaborate with other staff.
- Commitment to safeguarding and promoting the safety and welfare of young people.
- Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents.

Application Procedure

Applications should be made by completing the form in detail and by a letter of application of not more than two typed sides of A4 in length.

The section of the form entitled 'Suitability for the Job' should address the contents of the personnel specification enclosed and should include details of experience and qualities which equip you for the post. A covering letter in lieu of completing this section is acceptable.

Completed application forms and letters should be emailed to Carly Braid recruitment@chorustrust.org and should arrive no later than 23:59 on **Sunday 29 September 2019**.

All applicants are asked to supply a telephone number and an email address for each referee quoted on their application form so that contact can be made without delay. (CVs & SCC application forms will not be considered).

Interviews will take place the week starting **Monday 7 October 2019**, and details of the interview arrangements will be sent to all shortlisted candidates.

Please understand that we cannot acknowledge receipt of individual applications.