

Subject Leader of Art

Information for Candidates



Wolfreton School and Sixth Form College
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Dear Applicant

Thank you for your interest in our vacancy for a Subject Leader of Art.

Wolfreton School and Sixth Form College is a large and forward thinking school and is a part of a newly formed Multi Academy Trust; The Consortium Academy Trust (TCAT). We are an ambitious community and recognise the impact of exceptional staff on the development of our positive and engaged student body.

We have an exciting opportunity for an experienced and committed teacher to lead our very successful Art department. The successful candidate will be a talented and creative teacher, equipped to play an important role in leading this high performing faculty. The successful candidate will have the ability to communicate their subject knowledge and enthusiasm to the students they teach. This role is responsible for leading the Art department and will work closely with the Area Improvement Leader for Creative and Performing Arts and the other members of the CPA Faculty.

In 2016 we moved into our new single site, purpose built school. With state-of-the-art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour and Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website www.wolfreton.co.uk for further information about Wolfreton School and Sixth Form College.

Yours faithfully

Susanne Kukuc
Headteacher

Our Values and Goals

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

Our Values

Excellence	We encourage our students to be INSPIRATIONAL
Endeavour	We promote the qualities of DETERMINATION and COURAGE
Respect	We are firm advocates of FRIENDSHIP and EQUALITY

Our Goals

Create	An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.
Prepare	Responsible young adults who value learning, helping them to make a positive contribution to society.
Develop	Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.
Respect	Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.
Provide	All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

General School Information

Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfreton exceed the national average. In 2018, 86% of students gained a grade 4 in English and 80% did so in maths. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfreton as well as having the option to study subjects at any of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams,

clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development. Wolfreton has retained the Investor in People Award for 18 years; in our most recent assessment we were awarded the IIP Gold Standard.

Multi Academy Trust

In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust and Holderness Academy and Sixth Form joined most recently on 1 October 2018. The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

Standards of Achievement – Exam Results 2018

In the 2018 GCSE exams:

86% of students gained a grade 4+ in English
80% of students gained a grade 4+ in maths
76% of students achieved a grade 4+ in English and maths

The school's Progress 8 score indicates students made progress in-line with expectations between Key Stage 2 and Key Stage 4.

In the 2018 A Level exams:

At A Level / L3 Vocational 46% of students gained passes at A* – B grades
At A Level / L3 Vocational 99% of students gained passes at A* – E grades

Curriculum

Key Stage 3 Curriculum

Wolfreton aims to offer a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology. At Wolfreton they will complete their Key Stage 3 in two years, to enable a more personalised approach to their curriculum when they reach year 9.

In year 8 students will be placed on personalised pathways according to their potential and current progress. Within each pathway students will make option choices suited to their individual interests.

A key feature of the curriculum at Wolfreton is the programme of Deep Learning Days, where all Key Stage 3 and Key Stage 4 students complete a different learning programme for the day. This enables students to focus in depth on a particular subject or learning activity and gives a greater opportunity for the development of personal learning and thinking skills. PSHE covers aspects of personal and social development, health, sex and economic education, as well as developing the personal, social and moral education of students. This is also delivered in part through the subject curriculum in PE, Maths, Science, Humanities and Drama, and on Deep Learning Days.

Citizenship is also delivered through other subjects such as Society and Ethics, History and Geography.

Key Stage 4 Curriculum

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post 16 either in the Sixth Form at Wolfreton or at other post 16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Mathematics, Science, Computing, Humanities, Society and Ethics, PE, and PSHEE (health, sex, careers and citizenship). The most able students will also follow Triple Science and at least one modern foreign language. Students then choose

options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects. We place a strong emphasis on the value of work related learning. In addition to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

Key Stage 5 Curriculum

The Key Stage 5 Curriculum at Wolfreton Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses at AS, A2, A Level, Applied A level and BTECs, which are available both at Wolfreton and in The Consortium.

The Consortium Sixth Form Partnership (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however some students will need to continue with GCSE English and/or Maths post 16.

The Extended Project Qualification is undertaken by many sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5 Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

Staff Development

The development of all staff is a key feature of Wolfreton, the school has held the Investors in People Award since 1997 and was awarded the Gold Standard in our most recent assessment. This is a nationally recognised standard of good practice in staff development and training. This good practice includes a high quality CPD programme for all teachers and opportunities for professional development related to the range of career stages and aspirations. As a school we recognise the value of investing in staff development and the impact this has on new and experienced teachers, aspirant and developing leaders and ultimately our young people and their experience in school. Our approach includes a wide range of opportunities to meet individuals' differing and developing interest, needs and aspirations.

The information here provides a brief overview of the school, please refer to our website www.wolfreton.co.uk for full information on all aspects of Wolfreton School and Sixth Form College

Curriculum Area Information

The Art department operates on the ground floor of the modern Wolfreton School building. There are two main Art rooms, and a further room equipped with 27 computers using Photoshop software. The Art department consists of a Subject Leader, and two part-time members of staff.

The department teaches a broad and balanced curriculum in Key Stage 3, designed to provide students with the experience and knowledge to make informed choices about options open to them as they progress to Key Stage 4.

At Key Stage 4 students may choose a general or specialised direction of their GCSE course, and this element of choice carries on to Year 12 and Year 13 during A Levels. Assessment is continuous with each unit of work adding to a cumulative range of data giving appropriate steps of attainment.

At Key Stage 4, GCSE course taught are:

- AQA Art and Design
- AQA Photography

A post-16, courses taught are:

- OCR Art and Design
- OCR Photography

Students are encouraged to develop in depth the area of study explored at GCSE, but have the choice of working in broader areas if they wish.

Currently there is one group in Year 12 and one group in Year 13. The numbers studying Art post-16 are increasing steadily.



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Job Description

Job Title: Subject Leader of Art

Pay Scale: TLR 2B

Reporting to: Area Improvement Leader of Arts and Technologies

Core Purpose

In addition to the generic responsibilities of teaching staff, to be responsible for supporting the Area Improvement Leader in raising the standards of attainment for all students in Art through a high standard of learning and teaching.

- To play an active role in the leadership and management of the Art Department to secure high levels of progress and raising the standards of attainment for all students through a high standards of teaching and learning.
- To enable all students to be challenged and supported and to convey the highest expectations in relation to progress and achievement, standards and care.
- To make a lead and manage the development of Art and play a full part in the life of Wolfreton School and Sixth Form College.

Key Tasks

1. Strategic and Operational Leadership and Management

- To provide leadership in communicating and embedding the agreed vision for Art, determined in collaboration with the Area Improvement Leader.
- Engage in development opportunities and contribute to a high performing team.
- Contribute to the formulation of aspects of the Arts and Technologies Improvement Plan related to Art to secure continuous improvement.
- Contribute to the development of a school-wide ethos that enables everyone to work collaboratively, celebrates success and accepts responsibility for outcomes.
- Play an active role in reviewing the curriculum keeping abreast of school and national initiatives.
- Lead and make a significant contribution to designing schemes of learning, to include appropriate differentiation for SEND and the most able students. Ensure all schemes of learning are reviewed and revised.
- Ensure the integration of school policies into schemes of learning are complete and monitor delivery by all staff.
- Contribute to self-evaluation processes.

2. Standards of Attainment and Progress

- Ensure that the quality of learning is the main focus for all work, supporting the implementation of whole school improvements to teaching and learning.
- Support the Area Improvement Leader to ensure that targets for student attainment and progress are communicated, valued and met in line with school policy for all students and all groups of students.
- Ensure that all available data is used in planning, in assessment and teaching and learning to enable all student groups, including disadvantaged students, to achieve attainment and progress targets.
- Play an active part in maintaining accurate and comprehensive records of student progress, including details of moderation procedures.
- Monitor, follow up and report on student progress actively and promptly as required by the Area Improvement Leader.
- Analyse student data in order to identify issues and implement appropriate intervention where required.
- Report on student progress and provide the Area Improvement Leader, for the Leadership Team and/or Local Governing Body, relevant information relating to performance in and development of Art and support by attending Progress Meetings as required.
- Play an active part in implementing robust intervention strategies, working with imperatives, to ensure required students make progress towards their targets and are supported to reach their potential.
- Play an active part in ensuring that assessment and examination procedures in Art are robust and follow agreed school policy.
- Contribute to the school procedures for quality assurance of teaching and learning, including the assessment and moderation of students' work.

3. Leading Teaching and Learning and CPD

- Plan and teach engaging and challenging lessons to exemplify high standards of teaching and learning.
- Actively contribute to the delivery of cross-curricular themes (eg RWCM, SMSC).
- Ensure that teaching and learning for students with SEND is highly effective.
- Maintain personal expertise in own subject and share it with others.
- Maintain an up to date knowledge of educational research in the fields of teaching and learning and CPD, and use this to inform practice.
- Contribute to the whole school Teaching and Learning CPD programme.
- Lead and contribute to a culture and ethos of challenge and support in Art, where all students and staff can fulfil their potential by being fully engaged in their own learning.
- Support the Area Improvement Leader to monitor and evaluate learning and teaching through aspects of learning scrutiny (e.g. work scrutiny).
- Improve standards in teaching and learning through the use of performance data.

4. Leading and Managing Staff

- Regularly review own practice and impact, setting personal targets and taking responsibility for own personal development.
- Responsible for the day-to-day leadership and management of designated staff within Art (as agreed with the Area Improvement Leader) and act as a positive role model.
- Assist with the efficient and effective deployment of staff and physical resources including timetabling and rooming.
- Responsible for the line management of staff in designated subject areas (as agreed with the Area Improvement Leader).
- Be responsible for the professional development of staff members and to support individual staff needs.

- Support the co-ordination of the work of non-teachers within the curriculum area including Cover Supervisors.
- Participate in the staff recruitment process and to ensure effective induction of new staff in line with school procedures.
- Effectively support the subject's involvement in teacher training programmes and/or coaching in school.
- Treat people fairly, equitably and with dignity and respect to create and develop a positive culture of personal responsibility and the celebration of excellence.
- Contribute to the provision of high quality CPD across the school.
- Manage own workload and that of others to allow an appropriate work/life balance.

5. Responsibility for students

- Provide for the learning needs of all students through appropriate differentiation, stretch and challenge in all lessons.
- Liaise with Learning Support through the SENCO to ensure Teaching Assistants deployed are used efficiently.
- Maintain a safe and productive learning environment for all students, dealing with discipline issues that occur by following and actively supporting the school's Positive Discipline system.

6. Responsibility for resources

- Work collaboratively with the Area Improvement Leader and other members of the team to monitor use of teaching areas to ensure an effective and stimulating environment is maintained.
- Assist in the management of curriculum area budgets as required.
- Collaborate with other schools, colleges, HEIs, and other organisations for purposes of subject improvement.
- Lead the development of effective subject links with partner schools and the community ; attending, where necessary, liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- Contribute to the school Health and Safety File as appropriate.

7. Other responsibilities

- Carry out professional duties as set out in the School Teachers' Pay and Conditions Document.
- Engage fully with Appraisal, in terms of own annually agreed objectives.
- Represent the Area Improvement Leader in appropriate subject related forums locally, regionally and/or nationally if required.
- Contribute to the implementation and development of whole school policy and practice.
- Ensure all practice is 'best practice' in terms of safeguarding and promoting the welfare of young people.
- Compliance with the School's Health and Safety policy.
- Carry out such duties as may be reasonably required by the Headteacher.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of The Consortium Academy Trust will be expected to comply with the GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required by the Headteacher.



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Person Specification

Job Title: Subject Leader of Art

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> Degree of equivalent PGCE/Equivalent Commitment to further training 	<ul style="list-style-type: none"> Good Honours Degree 	<ul style="list-style-type: none"> Application Form
Experience	<ul style="list-style-type: none"> Significant teaching experience at KS3 and KS4 in Art Experience of playing a role in Curriculum Development Experience in the role of form tutor Ability to plan and implement examination courses 	<ul style="list-style-type: none"> Experience of A Level/Post 16 teaching Experience of STEM initiatives Experience of organising extra-curricular activities to enhance the curriculum 	<ul style="list-style-type: none"> Letter of application Interview References
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> Excellent Art teacher Experience of / potential to lead and manage on designated responsibilities Clear understanding of educational developments at the current time Understanding of different approaches to teaching and learning and how these can impact on progress Understanding of the use of monitoring and evaluation to bring about improvement Ability to work under pressure and achieve deadlines Excellent communication skills Ability to work with colleagues and give subject specific advice Ability to coach ICT competence Up-to-date knowledge of Health and Safety requirements 	<ul style="list-style-type: none"> Understanding of / experience of leading a variety of staff development opportunities Understanding of / ability to work with school data to identify strengths and emerging areas for development Involvement of Mentoring NQT / ITT and / or coaching Ability to deliver a range of technology specialisms with training 	<ul style="list-style-type: none"> Letter of application Interview References Demonstration lesson
Personal Qualities	<ul style="list-style-type: none"> Commitment to raising standards and developing literacy, numeracy IT skills for all Energy, ambition and enthusiasm to lead positively High level of self-motivation and resilience Good organisational and time management skills Good interpersonal skills Ability to establish good relationships with colleagues, students and parents Good health record Sense of humour 	<ul style="list-style-type: none"> Potential to progress further 	<ul style="list-style-type: none"> Letter of application Interview References

How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our school.

Further information about the school can be found on the school website www.wolfreton.co.uk

Tour of the School

We welcome applicants to visit the school prior to making an application. Please contact Sadie Prestwood, Operations Manager, on 01482 659356 to arrange this.

Application Form

An application form can be downloaded from the school website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to recruitment@wolfreton.co.uk no later than 9.00am on Tuesday 19 March 2019.

Interviews

Interviews are scheduled to take place on Monday 25 March 2019. *Please note, this date may be subject to change.*