**Cotham Visual Arts Faculty**

Welcome to the Visual Arts Curriculum Area.  We are one of 11 Curriculum Areas at Cotham and comprise the individual areas of Art, Ceramics, Textiles and Photography.

Cotham School underwent a significant transformation through the BSF programme that finished in 2011 and consequently we have excellent accommodation and resources for the teaching of all aspects of visual arts. We now seek to appoint a Curriculum Team Leader who will lead this very effective team to greater successes. The successful applicant will also take on responsibility for Key Stage 4 and 5 within the Visual Arts area and teach across the age range from 11 to 18.

**VISUAL ARTS ACCOMMODATION**

**Teaching Accommodation**

There are 5 rooms dedicated to Visual Arts teaching, including specialist textiles and photography studios, including dark room.

**Staff Accommodation**

There is 1 team base at the heart of the Faculty.

**Student Accommodation**

There is 1 Post 16 base.

**THE VISUAL ARTS CURRICULUM**

**Key Stage 3: Visual Arts** are compulsory from Years 7 to 9.  Currently students in Key Stage Three are given a broad experience in a range of different visual media to allow them to develop and build their skills and independence towards GCSE.

**Key Stage 4:** Students have a free option choice which includes **GCSE Art, Textiles and Photography**.  These courses are highly popular with many students opting within Visual Arts and are often over-subscribed.  Students are encouraged to work independently to develop their strengths and interests and have access to Mac Books and darkroom facilities to support their work.

**Key Stage 5:** Students can pursue AS and A2 courses in **Art**, **Textiles** and **Photography**, again

these are very popular across all disciplines and many of our students continue their studies to Foundation study.

Visual Arts is a curriculum area that has enjoyed popularity and success over a number of years, developed new courses, increased Key Stage 4 options and moved into a new build.  At present Visual Arts is taught from Y7 to Y13 with opportunities to specialise at KS4 and 5.

Levels of achievement are very strong at both GCSE and A Level with a high number of our KS5 students moving into Higher Education, particularly foundation courses.

Currently we follow the AQA Fine Art, Textiles, Photography courses at Key Stage Four and AQA Fine Art, Textiles and Photography at Key Stage Five. Engaging with art works first hand is a key feature of the department with planned residential trips at A Level.

At Key Stage 3 the department is well set up to implement the National Curriculum as the department has continually reviewed its Schemes of Learning and has developed a wide range of its own resources and exemplar to cover a variety of teaching strategies and encourage and develop independent learning.

Students working in Visual Arts at KS4 are encouraged to further the independence they have learnt through their KS3 experiences. Courses and schemes of learning allow students to explore Visual Art techniques and practices to develop their skills and confidence while gaining a clear understanding of the assessment criteria.

At Key Stage 5 there is further opportunity for students to secure and develop working practices and methods that allow preparation for future study within the Visual Arts field. Our highly successful end of year exhibition takes place at Centrespace gallery in the summer term and is organised and curated by a dedicated P16 committee.

The 6 members of the department are hugely passionate about their subject and are used to working collaboratively with all teachers contributing towards curriculum developments.

**COTHAM SCHOOL**

**JOB DESCRIPTION**

**POST:** Teacher of Visual Arts and Tutor, 0.5 FTE fixed term until August 2018.

**SALARY:** MPS/UPS

**LINE MANAGEMENT ACCOUNTABILITY:**

Under the line-management supervision of the Curriculum Area Leader the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school’s self-evaluation policy.

Under the line-management supervision of the Learning Co-ordinator to act as a Form Tutor or Link Tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Learning Co-ordinator to ensure the implementation of the school’s Achievement, Pastoral Care and Guidance policies.

**1) PURPOSE OF THE POST:**

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.

**ACCOUNTABILITIES:**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school’s policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively in the Performance Management Review process working as a member of the designated team and contributing positively to effective working relations within the school.

To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS:**

**The post holder is required to:**

To contribute to the maintenance of pupil discipline, good order, welfare, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER:**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Head.

**REVIEW:**

This job description does not define in detail all duties or responsibilities of the post. It will be reviewed annually and may be subject to modification or amendment after consultation with the post holder.

**PERSON SPECIFICATION**

The following criteria will be used when short-listing and interviewing candidates

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable**  **(but not essential)** | **Evidence** |
| **Qualifications** | Degree and Qualified Teacher Status (QTS)  Evidence of recent professional learning in relation to this role | Interest in gaining further relevant qualifications | Application form, letter and certificates |
| **Knowledge**  **and Skills** | The ability to teach Visual Arts at Key Stages 3 – 5.  A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation  Good understanding of implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment  Excellent verbal and written communication skills  Excellent IT skills including a good working knowledge of Photoshop / other relevant digital software  Excellent interpersonal skills including listening, negotiation, persuasion and direction  Excellent team working skills  Creative and innovative; willing to contribute to the development teaching and learning within a forward looking department.  Ability to implement change and keep up with curriculum developments | The ability to teach a second subject would be an advantage in this growing school.  The ability to teach Photography or Textiles at KS4 and 5 | Application form, letter, interview and demonstrated in observed teaching  Portfolio |
| **Personal**  **Attributes** | Ability to inspire trust and empower others  Confidence, energy and enthusiasm for teaching one’s subject  Stamina, determination, drive and ambition.  Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community  Ability to meet deadlines and work under pressure  A record of outstanding teaching leading to exceptional student achievement. | A clear determination to view this post as the first rung to further promotion | Application form, letter, interview and observed teaching session |