PERSON SPECIFICATION

POST: Teacher of Art

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
TEACHING			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Consistently good and outstanding teaching	✓		Application/Interview
KNOWLEDGE/UNDERSTANDING			
Knowledge and understanding of the current OFSTED model of T and L judgements	✓		Interview
An appreciation of current research on Teaching and Learning	✓		Application/Interview
Secure knowledge and understanding of all Curriculum requirements, the Behaviour, Attendance and Safeguarding strategies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4 and of how this relates to other Faculty subjects and the whole school curriculum	✓		Application/Interview
Knowledge and understanding of how a VLE and can be used to impact on learning outcomes	✓		Application/Interview
MANAGEMENT			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards and evidence where this has been achieved	✓		Application/Interview
Evidence of good people management skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Ability to analyse data for form and teaching groups	✓		Application/Interview
GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
A good health and attendance record	✓		Application
Willingness to support colleagues	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to school's co-operative values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to staying fully informed of IT developments and their potential for raising standards	✓		Interview
Commitment to the school's aims and strategies for improving standards	✓		Interview

JOB DESCRIPTION

Role: **Teacher of Art**

Accountable to: **Head of Creative Technologies**

Grade: **Teachers' Main Pay Scale**

PURPOSE	**The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.**	
		Key Standards or KPIs
Key Performance Area 1	**Knowledge, Understanding and Personal Development**	
	Knowledge and understanding of: • safeguarding practice; • the relationship of the subject to the curriculum and the development of literacy and numeracy skills; • the characteristics of high quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; • professional responsibilities in relation to all school policies and practices; • the implications of the Code of Practice for Special education Needs (SEN) for teaching and learning; • the need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught; • how to achieve challenging, professional goals; • how to be a good role model to the students in all aspects of the professional role.	• Lesson plans in place • Professional handbook updated regularly • IEPs and differentiated lesson plans in place • Lesson Observations

Key Performance Area 2	**Planning, Assessment and Evaluation**	
	• Ensure that good quality lesson plans with clear learning objectives are in place.	• Lesson plans in place
	• Mark and monitor students' class and homework, providing constructive oral and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice.	• Books marked regularly and curriculum targets set, in line with school and faculty policy
	• Analyse school data, including prior attainment or achievement, Raise on Line and FFT to inform policy and practice, target setting, Teaching and Learning, always ensuring high expectations. • Work with the Inclusion Faculty to set subject specific targets for identified students who have SEN or who are G & T. • Contribute to the production of the Faculty Improvement Plan, as required.	• Action is taken to support delivery of IEPs
Key Performance Area 3	**Teaching, Learning and Achievement**	
	• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge is maintained and best use is made of teaching time.	• Lesson plans/ Observations
	• Set high expectations of student behaviour, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships.	• School procedures followed re: Behaviour for Learning
	• Use teaching methods which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.	• Feedback provided to students via marking/ assessment and discussions
	• Through concise and consistent planning and assessment of lessons, secure progress towards student targets.	• Assessment data on SIMS

Key Performance Area 4	**Resource Management**	
	• Promote an ethos of team work and a culture of sharing good practice. • Provide an effective role model in terms of classroom practice. • Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met.	• Meeting with support staff, colleagues and others
Key Performance Area 5	**Developing Others and Wider Responsibilities**	
	• Establish effective working relationships with professional colleagues, including support staff. • Through whole school assessment practice, develop secure 'reporting to parents' practice. • Develop additional learning opportunities through extra-curricular practice. • Contribute to the impact of the school's co-operative values.	• Assessment procedures followed

This Job Specification may be reviewed by the Headteacher, as necessary, and may be amended at any time after consultation with you.