



Job Description

Post:	Art/Design Teacher
Status:	Full Time
Grade:	Main Pay Range/Upper Pay Range
Line Manager:	Head of Faculty
Location:	Haggerston School

Community Schools Trust (CST) is committed to safeguarding and promoting the welfare of children and young people in our school and expects all staff and volunteers to share this commitment.

Provide professional leadership and management in all classes, supporting and developing the students to achieve excellent results, holding them accountable for their progress.

Manage your own professional development, with the support of your line manager, in order to deliver outstanding teaching and learning, the effective use of resources and improved standards of learning and achievement for all students in your classes.

In addition to the duties set out in the “School Teacher Pay and Conditions of Service” document and the Job Description for classroom teachers, this post carries with it the following responsibilities in the first instance:

Principal Accountabilities

1. To assess, monitor and evaluate students’ progress in each class to promote pupil achievement and to ensure that underachievement is promptly addressed.
2. To plan lessons and schemes of work which promote challenge, rigour and creativity.
3. To use a range of strategies to engage students of all abilities with the subject.
4. To provide regular feedback for students in a way which supports their progress against targets and has a tangible impact on student learning.
5. To assist the Head of Department/Faculty in the ongoing review of the standards of leadership, teaching and learning in the subject area, consistent with the schools self-evaluation procedures.
6. To promote the schools’ core values of Aspiration, Creativity and Character and ensure that you actively implement the school’s behaviour policy to achieve consistently high standards of behaviour and engagement.
7. To support your Head of Department in ensuring that budget allocations to the department are spent in line with priorities and the principles of best value, and to ensure that all resources are kept in good order and safe.

DUTIES AND RESPONSIBILITIES

Teaching, Learning and Assessment

- To oversee students’ work within Art/Design and ensure that learning experiences offered to students are appropriate and relevant to their needs.
- To continually review and develop the range of learning experiences offered to students.
- To keep informed of curriculum developments relevant to the subject.

- To contribute to detailed schemes of work in line with national requirements and school policy.
- To ensure that students' work is regularly assessed and progress monitored, and that accurate records of progress are kept.
- To contribute to devising and implementing strategies for celebrating pupil achievement, e.g. regular display of work.
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policy.
- To be willing to participate in the implementation of cross-curricular links within the department.
- To assist where necessary, the Head of Faculty in supporting public and internal examinations.
- To liaise with the appropriate tutor and/or Head of School/Year Leader, to ensure that the educational needs of all students are met.

Professional Support

- To work collaboratively in the delivery of Art/Design in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment.
- To liaise with the tutors and/or Head of School/Year Leader over students causing concern.
- To work with Head of Faculty to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support.
- To participate in opportunities, to aid your professional development. Such opportunities will reflect the school's approach to performance management and include strategies for extending professional experiences, in consultation with the Head of Faculty.
- To ensure that appropriate work is set for cover staff.
- To contribute as necessary to the preparation of the Expressive Arts Faculty Handbook.

Communications

- To attend appropriate meetings where relevant and to provide feedback to team members.
- To attend teaching team meetings and contribute to discussions.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the department/faculty.
- To liaise with parents, as and when appropriate.

General

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the faculty/team.
- Participate in the review of this job description, as required.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified.

This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title. The post holder will be expected to work flexibly and carry out all duties in compliance with the school and Hackney Learning Trust policies.

I acknowledge that I have seen, understood and received a copy of this job description.

Signed by Employee: _____

Print Name: _____

Date: _____

Person Specification - Art/Design Teacher

Art/Design Teacher	Haggerston School
Admin and Technical	Community Schools Trust
Pay Scale: Main Pay Range/Upper Pay Range	

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IMPORTANT INFORMATION FOR APPLICANTS

PERSON SPECIFICATION

Art/Design Teacher

Requirements:	Assessment Criteria		
Qualifications	Interview	Application Form	Lesson Observation
Qualified Teacher Status (or working towards)		•	
Evidence of continuing professional development	•	•	•
Experience:			
Successful involvement in planning, implementing and evaluating initiatives to raise attainment and continuously improve and adapt own classroom practice	•	•	•
Evidence of outstanding teaching with the ability to teach all Key Stages and abilities	•	•	•
Effective classroom management skills with efficient use and organisation of resources	•		•
Professional knowledge and understanding:			
Evidence of thorough knowledge, understanding and enthusiasm for the subject	•	•	•
Understanding of the strategies needed to establish high classroom standards of results and behaviour	•	•	•
Understanding of Key Stage 2 to 3 transition issues	•	•	
Understanding of the 14 to 19 curriculum and developments within the curriculum, particularly the KS3 Revised National Curriculum	•	•	

Knowledge of pupil data and its practical application in lesson planning and increasing student attainment	•	•	•
The ability to use ICT effectively to support tasks and activities	•	•	•
Behavioural competencies:			
Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the school	•		
Team player with energy, enthusiasm, perseverance and a sense of humour	•		
Genuine interest and passion for young people's education and willingness to contribute to wider school life and ethos	•	•	
Ability to develop and maintain positive relationships with teachers, support staff and parents	•		
Ability to motivate students recognising and responding to the diverse needs of learners	•	•	•
Ability to reflect on own classroom practice to continuously improve and being open to feedback	•	•	
Ability to work independently using initiative and as part of a team contributing to INSETs	•		
Excellent written skills, as evidenced by application		•	
Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively	•	•	•
Good communication skills, showing sensitivity and strength	•		•
Mentoring and coaching skills, showing ability to be both constructive and critical	•		
Ability and skills to manage change	•	•	
A commitment to developing curriculum activities within the faculty	•		
A commitment to ongoing regular professional development, undertaking training as required	•	•	
Commitment to the Safeguarding and welfare of all students	•	•	
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools	•	•	