

About the role

The position of Teacher of Art offers an exciting opportunity for a talented individual. The successful applicant, whether an NQT or experienced teacher, should bring enthusiasm and passion to inspire students across Year 7 to Year 13.

The Art Department, currently staffed by a full-time Head of Art, a part-time teacher and a specialist technician, is well-equipped with two dedicated rooms, including whiteboards, projectors, and networked computers. The department also features a kiln, potter's wheel, slab roller, and a glaze spray booth to support clay and sculpture work.

Art is compulsory for all Key Stage 3 students and is offered as GCSE and A Level options following the Edexcel Fine Art specification. In 2023, Art GCSE achieved 93% 9-8 and A Level students achieved 100% A*-A. There is an exceptional, long-running record of outstanding examination and artistic success at GCSE and A Level and many students progress onto Foundation or Higher Education courses.

Halliford School supports an Art Scholarship scheme and offers a rich co-curricular program with gallery visits, workshops, and lunchtime clubs. The annual Art exhibition showcases GCSE and A Level work, contributing to the school's celebration of creative arts at the end of the academic year, open to the public.

Job description

Salary

The post holder will be paid on the appropriate point of the Halliford School Teacher's Pay Scale. We have our own pay scale, which is significantly competitive and well above the maintained sector.

Lines of Responsibility

The Teacher of Art is directly responsible to the Head of Art on curriculum matters and the relevant Head of House for pastoral issues.

Key Responsibilities

The basic duties of a teacher are outlined in the Staff Handbook and include the role of form tutor, although currently part-time staff are not form tutors. All members of staff are expected to contribute to the rich co-curricular life of the school.

Teaching & Learning

- Teach Art as required from Key Stage 3 to A Level dependent upon experience
- Plan high-quality lessons in accordance with the departmental Scheme of Work
- Take full account of students' prior levels of attainment and use this along with available academic data to inform planning
- Maintain good discipline by following the school's policies and procedures
- Establish a purposeful working atmosphere during all lessons and activities
- Set appropriate and challenging goals for all students
- Identify and work appropriately with those students with Special Educational Needs and Disabilities, Potential High Achievers, and those with English as an Additional Language
- Organise and deliver Art clinics / drop-in sessions, as required
- Communicate effectively with parents
- Set work when required for absent students and e-mail to parents

Assessment, Recording and Reporting

- Keep accurate and regular records of students' work
- Mark and return work set, including homework in line with the departmental and wholeschool policies and within an agreed and reasonable time
- Carry out assessment programmes as agreed by the Head of Department and Deputy Head Academic
- Complete detailed full written reports and grade cards in line with the whole school reporting schedule
- Attend parents' evening as required and keep parents regularly updated about their child's performance and targets

Co-Curricular & Whole School

- Take a full and active role in the co-curricular programme on offer at the School
- Prepare suitable classroom and departmental display material
- Organise and participate in educational visits, departmental events, School Open Days and Entrance Examination Day
- Participate once a week as a member of the staff duty team

Pastoral

- Undertake the duties of a form tutor within one of the school houses if a full time member of staff
- Develop positive working relationships and lines of communication with the members of your tutor group and their parents / guardians
- Deliver the school's PSHE programme to your tutor group with the support of the Head of PSHE
- Ensure you deliver the very highest levels of Safeguarding and Child protection at all times

Performance Management and Professional Development

The teacher will be part of the School's Performance Management Scheme. They will be assigned an appraiser (usually the Head of Department) who will set agreed targets and monitor professional development. In addition, all new members of staff are provided with a comprehensive programme of induction in the first year with a full review in the summer term.

Conditions of Employment

The post-holder must uphold the School's policy in respect of all matters related to Safeguarding and Child Protection. The above responsibilities are subject to the general duties and responsibilities in the written statement of conditions of employment (The Contract of Employment). The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Headmaster and Governing Body. The post-holder would also be expected to carry out any other duties that are reasonably assigned by the Headmaster.

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and this must not be construed. This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification at any time after consultation with the post-holder.



	Essential	Desirable	Primary means of assessment
Subject Delivery			
Have a good Honours Degree in Art	✓		Application Form
Evidence of qualification to teach Art to A Level		✓	Application Form
Demonstrate they have maintained an up-to-date knowledge of subject and teaching methodologies	✓		Supporting Letter / Application Form
Have a good understanding of assessment and public examinations	✓		Supporting Letter
Have Qualified Teacher Status / PGCE or be willing to undertake this qualification at the School	✓		Application Form
Have high expectations of students	✓		Interview
Be able to communicate effectively with students age 11 - 18	✓		Interview
Be able to communicate effectively with colleagues	✓		Interview
Work well as part of a small and dedicated team	✓		Interview
Have a good range of teaching strategies to foster excellence	✓		Interview
Be able to effectively use data to help students achieve their full potential		✓	Supporting Letter
Demonstrate knowledge of how to plan for effective learning with a range of teaching strategies	✓		Interview
Ability to prioritise effectively	✓		Interview
A professional approach, which inspires confidence in students and parents	✓		Interview
Mark effectively and provide developmental feedback	✓		Interview
Excellent written and ICT skills (Microsoft Office) to gain participation and encourage learning.		✓	Interview
Evidence of excellent behaviour management strategies and the ability to set a culture of high expectations for students	✓		Interview

Whole School			
Evidence of a commitment to promoting the health, welfare and safeguarding of young people at all times	✓		Interview
Understanding Special Educational Needs and an ability to implement individual education plans as required to enable all students to successfully access the curriculum	✓		Interview
The ability to deal effectively and sensitively with the needs of parents / guardians	✓		Interview
A commitment and willingness to engage in the wider co-curricular life of the school	✓		Supporting Letter / Interview
A positive motivation to work with young people	✓		Interview
Emotional resilience and a good sense of humour	✓		Interview