Teacher of Art

MPS/UPS  Part Time (0.2fte)
Fixed Term for 2019-2020
Post starts: 1 September 2019

NEWPORT GIRLS’ HIGH SCHOOL
An outstanding grammar school for girls
Welcome from the Headteacher

Thank you for downloading information about the post of Teacher of Art for September 2019. This is a part time position owing to the promotion of one of our Art teachers to a more senior post within school. The ability to teach Art in KS3 is essential, but there could be the opportunity to contribute to the teaching of Art at a higher level. The post is offered for 12 months in the first instance, but could be extended by mutual agreement. It is likely that the teaching will be timetabled over one full day per week, but two half days would be considered if easier for the successful candidate.

I joined NGHS in January 2018 and consider it a true privilege to lead our wonderful school, which focuses not only on ensuring students achieve their best, but also on providing opportunities to excel outside the classroom. Each week’s diary is full of opportunity and the weekly school newsletter, ‘Newport News’ (available on our website) will give you a flavour of the sorts of projects that our students and staff are involved in. From a plethora of trips to local and far-flung destinations to participation in the Duke of Edinburgh Awards Scheme to maths challenges at local, regional and national level and sporting achievements galore, there is a clear desire among students and staff to work hard and to make the most of every opportunity offered to the School.

Our new school building opened in February 2018 as a result of our massive fundraising campaign ‘inspiring minds’. Thanks to donations from families of NGHS students and an academies fund bid, our sixth formers now have state-of-the-art building and space to work. With an additional six classrooms, reception and office space, the school can breathe again, having been crammed into a building which we had long outgrown. Students from all years benefit from this classroom space.

Professionally, staff are supported and led by heads of faculty and there is a strong sense of community in the staff room with social events planned throughout the year. All staff belong to a T&L Focus Group (of their choice) so that everyone can work together with colleagues to consider their professional practice in an area that interests them. As a small school, there is a real sense of everyone working together when it comes to organising events and supporting house competitions. Our house system a key feature of our school and fierce (but also friendly!) rivalry is seen at house competitions. Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target. Our curriculum is unashamedly academic with a three year KS4 programme. This means that there is time to enjoy learning at KS4 and not to be examination focussed at all times. All students are strongly advised to continue studying a practical subject when choosing GCSE options. In our Sixth Form, we offer a range of facilitating and practical subjects and our results demonstrate the commitment of both students and staff to enabling girls to achieve their full potential. Students from other schools join NGHS in Year 12 and thrive. Alongside the academic life of the school is a well resourced pastoral provision. A recent, well-represented parental survey demonstrated that 100% of parents feel that their child is safe at NGHS and our dedicated pastoral and safeguarding teams ensure that students’ emotional wellbeing is at the forefront of all that we do at NGHS. Staff wellbeing is valued and all staff benefit from free tea/coffee/milk, flu jabs, a new colleague buddy system, social events and an understanding approach to attendance at family and child events such as nativities, sports days and personal emergencies.

Finally, I must comment on our students. They are a delight to teach and support. They are focused, attentive in lessons and keen to do their best. NGHS is a school where you can teach without the need to control unruly behaviour and whilst the students have very high expectations of their teachers, there is a genuine desire to please and to work with staff to achieve the best outcomes.

This information pack will hopefully equip you with the resources necessary to make a decision about applying for this post. I sincerely hope that you will apply. I know how much time it takes and thank you for ensuring that you meet the deadline.

With all good wishes,
Michael J Scott
Headteacher
April 2019
Art is currently taught by two colleagues, one of whom also contributes to the teaching of Design Technology. The subjects are situated in adjacent spaces and staff enjoy a strong working relationship. The subjects are sometimes team taught on occasions using the skills and expertise of each teacher in areas such as screen printing, etching and the use of the laser cutter. Art teaching in each key stage is shared equitably and the girls benefit from different artistic approaches and viewpoints during their time at NGHS. There is one art classroom and a small art studio space which is used by sixth form students. The art room has a ceramics area and kiln. The facilities are not extensive owing to the small size of the school, but staff manage well with the resources available. The photographs on this page show the art room in use. Recent examination results were among the best in the school with 3 out of our 4 A-level art students achieving A* in 2018. All members of the department work together to moderate and cross-mark assessed work.

In Years 7 and 8, all students have one hour of tuition in Art each week. From September this will be delivered in a smaller group of 22-23 students in Year 7 as the school expands to a normal class size of 30. Students join NGHS with a variety of art experiences at KS2 but quickly learn to use a variety of media and concepts in their work.

Topics covered in Year 7 include: shape, pattern, colour, texture and tone, the work of Andy Warhol and Wayne Thiebaud, 3D design and, in the summer term, the work of Gustav Klimt and his use of inspiration from the natural environment. In Year 8, students study the works of Sanna Annukka before beginning an illustration topic and finally a still life project to fine-tune their painting skills.

Full information about our GCSE and A-level curriculum can be found on our website by clicking here.

Outside of lessons, students contribute to our House Art / Photographic Art competition and A-level students recently spent a day in London researching ideas for their Study. There is a programme of ‘Crafternoons’ for students at lunchtime. The department has also previously run visits to Paris and more local art galleries. We would welcome a colleague with new and exciting ideas to further enhance opportunities for our students.
Examples of examination class art work
Job Description - Art Teacher

TEACHING AND LEARNING

⇒ To manage student learning through effective teaching in accordance with the department’s schemes of work and policies.
⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
⇒ To ensure continuity, progression and cohesiveness in all teaching.
⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students’ work.
⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

SUBJECT KNOWLEDGE

⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
⇒ To keep up to date with research and developments in pedagogy and the subject area.
⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study.

PROFESSIONAL STANDARDS

⇒ To be a role model to students through personal presentation and professional conduct.
⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
⇒ To be familiar with the School and Department handbooks and support all the School’s policies.
⇒ To establish effective working relationships with professional colleagues and associate staff.
⇒ To strive for personal and professional development through active involvement in the School’s appraisal system and performance management procedures.
⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
⇒ To maintain a working knowledge and understanding of teachers’ professional duties as set out in the current School Teachers’ Pay and Conditions document, Teachers’ Standards and teachers’ legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students’ education and welfare.
⇒ To undertake any reasonable task as directed by the Headteacher.
⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

PASTORAL RESPONSIBILITY

⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor.

MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY

⇒ To assess students’ work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
⇒ To give students’ regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
⇒ To record and report such assessments.
## Person Specification

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<th>Area of interest</th>
<th>Essential</th>
<th>Desirable</th>
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| **Qualifications** | • Degree in Art or closely related subject  
• QTS or other route into teaching by September 2019 if NQT | • Further degree or related qualification  
• First / 2:1 degree result |
| **Experience** | • Successful teaching record in current school or on placement  
• Teaching Art in a secondary school either in substantive post or as part of Teacher Training. | • Teaching Art KS3 and ideally higher  
• Teaching experience in a high achieving/good-outstanding school  
• Leading and accompanying school visits |
| **Knowledge and skills** | • Creativity and flair as shown by portfolio of own work  
• Familiarity with GCSE Art specifications  
• Safe classroom practice including Health & Safety consideration  
• How to work collaboratively and effectively within a team  
• Ability to use data to monitor, track and improve pupil progress  
• Ways to stretch/challenge girls to achieve full potential  
• An ability to instil a passion for science in girls in all key stages  
• Good interpersonal skills  
• Strong ICT skills and high standards of English (written and spoken) | • Interest in Photography  
• Use of technology to enhance learning  
• Willingness to employ creative styles of teaching  
• Familiarisation with national and local challenges/competitions for Art  
• Familiarisation with Arts Award  
• Awareness of KS2-KS3 transition and KS2 Art Curriculum  
• Good understanding of the needs of SEND students |
| **Personal and Professional Qualities** | • Ability to work as part of a team  
• Sense of Humour  
• Empathy with students and colleagues  
• Enhanced DBS & identity checks  
• Professional approach to conduct, dress and attendance  
• Excellent references | • Creative, enthusiastic individual  
• Willingness to contribute to the wider life of the school  
• Positive and energetic approach  
• Pastoral experience (form tutor or shadow form tutor) |

## Application Process

Please complete the application form and a covering letter addressed to Mr M J Scott, Headteacher which should not exceed two sides of A4.

Applications may be submitted via email to headteacher@nghs.org.uk or by post. NGHS is a committed to safeguarding and promoting the welfare of young people in our care. We expect all staff to share this commitment. The successful applicant’s appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. In line with safer recruitment practices, if the successful applicant has worked abroad, a certificate of good conduct will be requested at the point of provisional offer. All applicants are expected to include two referees; one of whom should be their current or last Headteacher (if not working in a school at this time). The School reserves the right to request a reference from any previous employer. References for all shortlisted candidates will be taken up prior to interview.

The supporting statement should address your particular strengths and how your experience to date has prepared you for this particular role. Please use the person specification above.

**The closing date for applications is 4.00pm on Friday 3rd May.**
**Shortlisted candidates will be contacted at the start of the following week.**
Rehabilitation of Offenders Act 1974

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as ‘spent’ under this Act. These details should be enclosed in a separate, sealed envelope marked ‘confidential’ – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Disclosure and Barring Service for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered ‘spent’ under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Disclosure and Barring Service, who will also forward a copy to the Authority. Information received from the DBS will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the DBS.

The disclosure of a criminal record will not necessarily bar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply or accept or do any work in a ‘regulated position’, such as the post you are applying for.

Equal Opportunities Policy

NGHS is an Equal Opportunities Employer.

The School’s Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

Health

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.
For more information about the post, please contact

Mr M J Scott, Headteacher

Tel: 01952 797550    headteacher@nghs.org.uk

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