



Head of Art & Design Technology

Full Time MPS/UPS Permanent TLR2b 1 September 2022





Headteacher
Michael J Scott
BA(Hons) Exon NPQH FRSA

Thank you for discovering more about the Head of Art and DT post at NGHS. This post falls vacant with the retirement of a much-valued colleague and an opportunity to reorganise two smaller subjects into one faculty. Art and DT are taught in classes of around 22 students in Years 7-8 and two classes of each at GCSE (which begins in Year 9). At A-level there are small numbers in each subject. Results at all levels are outstanding with almost all students achieving A*-B and often A*-A at A-level. The successful candidate will be an outstanding practitioner who can *ideally* deliver A-level and GCSE Product Design with perhaps some KS3 Art. Candidates with a background in Product Design, Manufacturing, Graphics or Engineering are encouraged to apply. Candidates who specialise in Art & Design may also apply, but must be willing to teach some Product Design in KS3/4. Following some excellent DT teaching in KS1 and KS2 in one of our local primaries this year, we are keen to continue our outreach curriculum; this may appeal to the new postholder, but can be undertaken by another teacher if preferred. You may be seeking your first promotion, or be an existing Head of Department seeking a new challenge in a school with able, well-behaved students, who relish the opportunity that practical subjects provide.

I am in my fifth year as Headteacher and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff well-being extremely seriously and our Well-being Charter is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were last inspected by Ofsted in 2019. English was a successful 'deep dive' subject in this inspection. [Please read the report here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award. NGHS is also a Flexible Working Ambassador School for the DFE.

Our governing body is incredibly supportive and experienced. Their drive and ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all students. The school is financially secure and we have been successful twice within four years for government-funded expansions. We are heavily oversubscribed and hold an annual entrance test. The sixth form is also oversubscribed and we take students from a number of 11-16 and 11-18 high schools as well, of course, as our own Year 11s.

Importantly, NGHS believes in an all-round education and the successful applicant will be committed to extra-curricular opportunities within and perhaps beyond their subject.

Opportunities like this do not arise very often, so I wish you every success with your application. I would welcome a Teams call with any candidates prior to applying (email headteacher@nghs.org.uk to arrange) and I appreciate the time taken to assemble an application. Thank you in advance for your interest in the post and our fantastic school.



The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Maths & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus in September 2021 is based around Rosenshine's Principles of Instruction.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to the call from Ofsted and navigating the Covid19 lockdowns.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are largely based around our fabulous House system.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Well-being Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS. Attendance after the Covid-19 lockdown was notably higher, particularly in the sixth form.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

INTRODUCTION TO DESIGN TECHNOLOGY

Classes are mostly taught within the workshop classroom where facilities for research, design, development and practical making take place. The subject has a trolley of laptops allocated for this subject alone. An additional computer room is used for theory and investigation work. Examination results have been among the best in the school for many years with GCSE students consistently gaining over 40% grade 9. A Level classes are small and this contributes to the impressive results of A*/A.

Students enjoy DT and the freedom it creates to solve problems of a challenging nature whilst practically engineering solutions and seeing their individual projects materialise into a 3D commercially viable product or system. Projects that support collaboration present design challenges and students gain transferable skills. Some recent projects include designing a Flotation Swimming Aid and Providing Food for Future Generations, linking with vertical farming and an increased world population. DT increases skills, knowledge and a keenness to innovate products to find solutions for problems that could be commercially viable in years to come. Whilst Food Technology is not taught at NGHS, we partner with Telford College to enable KS3 students to experience lessons in a catering kitchen.

Curriculum enrichment is encouraged and extended and projects are timetabled to foster curiosity and to introduce students to possible design and STEM careers. The staff have a broad range of subject knowledge and historical work experience including working within commercial and manufacturing industries.

In Years 7 and 8, all students have one hour of lesson of DT each week. Students join NGHS with a variety of DT experiences at KS2. The skills gained in KS3 lead to GCSE where pupils experience more in-depth theory and practical work. Students are encouraged to increase their perception and understanding of aesthetic issues whilst combining practical and technological skills. Opportunities are provided for pupils to exercise their initiative and independence; resulting in increased self-confidence. GCSE and A Level Product Design are creative and thought-provoking qualifications giving students the practical skills, theoretical knowledge and confidence to succeed in a number of career paths. Collaboration and communication with their peers and outside industrial companies is encouraged.

The subject is supported by a school-wide Technician who assists in KS3 practical lessons and oversees first-line IT technical support.



In order to boost student engagement with STEM, additional competitions are sought. The NGHS STEM Challenge competition incorporating science, technology, engineering, and maths has previously been led by the DT team. The competition forges valuable links between local businesses and plays a vital role in possible future careers for our students.

Over the past 14 years the department has supported GCSE DT students in gaining a Arkwright Engineering Scholarship. This is an esteemed scholarship and is designed to inspire students to pursue their dreams and change the world as a future leader in engineering. Every successful Scholar is sponsored and has the opportunity to make valuable links with industry. Students are also encouraged to take up summer school courses offered by the Smallpiece Trust. We would welcome a colleague with new and exciting ideas to further enhance opportunities for our students.



INTRODUCTION TO ART

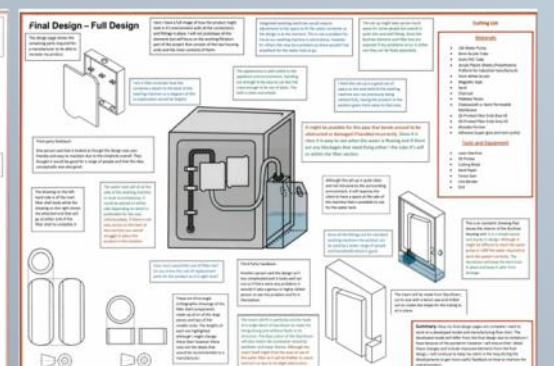
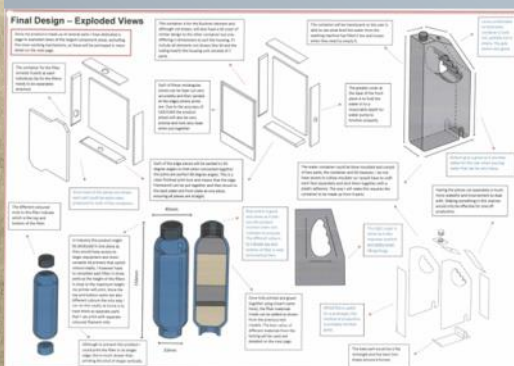
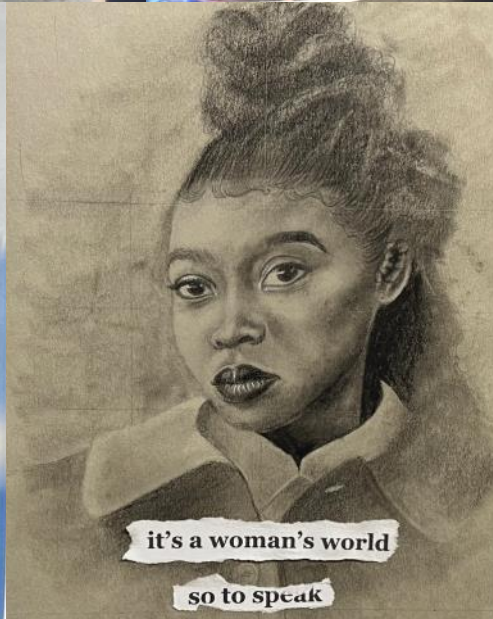
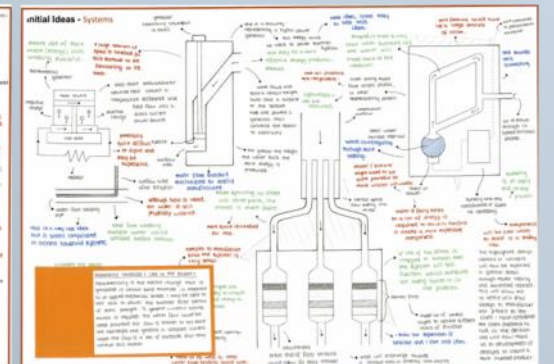
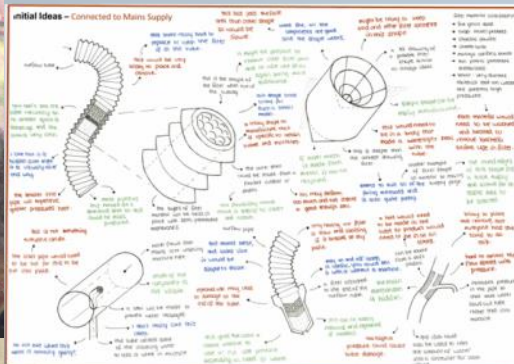
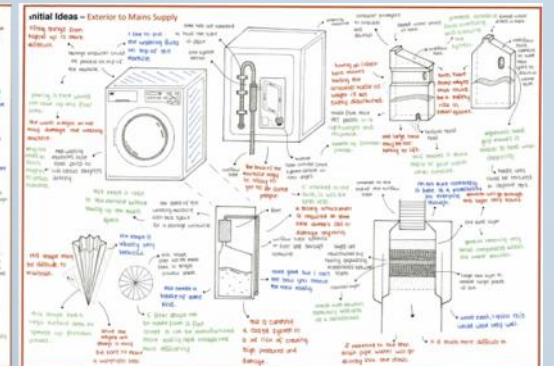
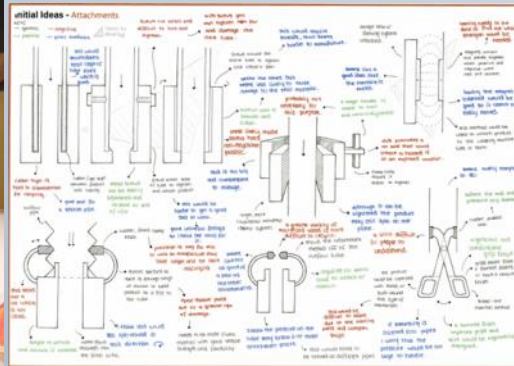
Art is currently taught by a recently qualified but highly proficient practitioner and our SENDCo. Art and DT staff work closely together and share resources and expertise in areas such as screen printing, etching and the use of the laser cutter. There is one main art classroom and a studio space for sixth form artists. The art room has a ceramics area and kiln. The facilities are not extensive, but staff manage well with the resources available. The Headteacher is committed to improving the facilities and looks forward to working with the new postholder to effect positive change. Recent examination results are outstanding and the subject was a successful deep dive Ofsted subject in 2019.

In Years 7 and 8, all students have one hour of Art each week. This is delivered in a group of 22-23 students. 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 typically 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 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 often spend a day in London researching ideas for their study. There is a programme of 'Crafternoons' for students at lunchtime as well as some student led art clubs. The subject staff have also previously run visits to Paris and more local art galleries.



PUPIL WORK SHOWCASE



Examples of Art and DT work from GCSE and A-level are shown above including two entries (left) from this year's Art/Photographic Competition

NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here our winning badminton squad. There is a real sense of friendship and camaraderie between students at NGHS. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Mrs Tomkinson and 10 girls attended a Downing Street reception in 2020 for International Women's Day.



JOB DESCRIPTION—HEAD OF FACULTY (ART & DT)

Core Job Role:

- To lead and develop a team of staff with due regard to their performance, well-being and career development
- To lead and develop a faculty of subjects with due regard to curriculum intent, implementation and impact including assessment, monitoring and evaluation
- To work alongside a team of middle leaders in promoting the overall development of the school

Appraisal Responsibility For:

Designated members of staff

Responsible To:

⇒ Member of the Senior Leadership Team

Leadership & Management

- To foster a positive culture and ethos through engagement, innovation and enthusiasm.
- To provide strong leadership, support and guidance for those in your team and pay attention to your team's well-being at work.
- To oversee teaching and learning across the faculty in line with the School's T&L policy and model best practice.
- To implement a range of self-evaluation strategies, in line with school policy, to ensure consistency of / sharing best practice and evaluation of progress and student outcomes.
- To lead performance appraisal for nominated colleagues in line with school policy.
- To chair faculty team meetings, incorporating an element of sharing good practice.

- To provide opportunities for staff CPD within the faculty and ensure those on UPS3 make a suitable and sustained contribution to the faculty.
- To contribute to the vision for Newport Girls' High School through the creation and review of a concise but clear strategic plan for the faculty.
- To manage the faculty's budget effectively.
- To ensure staff development needs are identified and programmes of support are designed and implemented to meet those needs.
- To be responsible for the efficient and effective deployment of staff in the timetable (paying attention to staff workload) and the work of any nominated technicians/support staff.
- To support the SLT in conducting return to work interviews for absent colleagues.
- To prepare and maintain reasonable and appropriate documentation ahead of Ofsted inspection in conjunction with the senior leadership team.

Teaching & Learning

- To establish and monitor common standards of professional practice within the faculty.
- To manage and facilitate student learning through effective teaching in accordance with the faculty's schemes of work and policies.
- To consider how the school's current T&L focus can be best applied within the faculty.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff feel safe and secure.

- To work with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons.
- To ensure teaching resources meet the needs of all learners, particularly with regard to the differentiation for pupils of different abilities, and the increased use of technology.
- To work with the faculty to enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff.
- To ensure the faculty sets appropriate 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.

Monitoring, Assessing & Reporting

- To lead quality assurance activities in line with the Whole School Monitoring Framework.
- To maintain an oversight of all assessment and examination procedures including liaison with the Exams & Data Manager when appropriate.
- To ensure all faculty staff assess students' work systematically (using the school Marking & Assessment policy as a framework) and use the results to monitor progress and inform future planning, teaching and curricular development.
- To take responsibility for student attainment and achievement by tracking student progress and supporting individual students' learning needs.
- To analyse and evaluate performance data and share this with staff across the faculty.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.

JOB DESCRIPTION—HEAD OF FACULTY (ART & DT)

Curriculum Intent & Subject Knowledge

- To oversee and lead the development of the faculty's curriculum intent and implementation with the aim of ensuring high standards of student progress and attainment.
- To have a thorough knowledge and understanding of Key Stage 3 Programmes of Study for faculty subjects and the specifications and grades for all GCSE/A-level courses.
- To understand how appropriate transition can best occur between KS2 and KS3 in your faculty area.
- 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.
- To ensure curriculum intent documentation is updated and published in accordance with the school's annual schedule
- To keep website pages relevant to your faculty updated at least annually.
- To be aware of the Health and Safety requirements in respect to practical activities including risk assessment.

Professional Standards

- To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.
- To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times.

- To support the SLT in making cover plans if a member of the faculty is absent.
- To cover for absent colleagues as is reasonable, fair and equitable within national limits.
- To co-operate with the employer in all matters concerning Health and Safety.
- To be familiar with the Staff Planner content and support all the School's policies.
- To establish effective working relationships with colleagues irrespective of their/your role.
- To be involved in extra-curricular activities such as contributing to lunchtime/after-school 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 Keeping Children Safe in Education.
- To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- To be aware of the role of the Governing Body of and to support it in executing its duties.
- To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- To undertake any reasonable task as directed by the Headteacher.
- To undertake the role of Form Tutor and/or lead subject intervention sessions in registration.

Specific responsibilities related to this post

- To take responsibility for the equipment in the DT and Art rooms and to liaise with the Facilities Manager concerning any H&S breaches or defects.



PERSON SPECIFICATION—HEAD OF ART & DT FACULTY



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Design, Graphics or Engineering (Art & Design background will be considered) iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post (e.g. NPQML)
Experience	<ul style="list-style-type: none"> i. Successful teaching record in current school ii. Experience teaching Product Design iii. Recent CPD related to this TLR role iv. Involvement in extra-curricular activities in DT/Art (e.g. Arts Award, STEM Club) 	<ul style="list-style-type: none"> v. Teaching in a high-achieving school vi. Teaching in a good/outstanding school vii. Teaching A-level Product Design (AQA) viii. Teaching Art to KS3 or beyond ix. Interest in teaching KS2 Art/DT x. Interest in leading trips/visits
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current GCSE and A-level Product Design specifications (AQA) ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge able girls iv. Ability to inspire girls to study subject at GCSE and A-level through the delivery of motivational projects/lessons 	<ul style="list-style-type: none"> v. Knowledge of Rosenshine's Principles of Instruction vi. Knowledge of STEM-related career paths and links to industry
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and year team iii. Can-do approach and visibility in current role to inspire others iv. Ability to prioritise, plan, organise well and work as part of team to achieve objectives v. Willingness to support students as form tutor vi. High standards in dress, attendance and punctuality vii. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. viii. Sense of Humour! 	<ul style="list-style-type: none"> ix. Knowledge of issues facing girls in a single-sex, high achieving environment x. Interest in own career progression to SLT in a few years time

STAFF WELLBEING CHARTER

The Governors, Headteacher and SLT take the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are very supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

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|  A dedicated Staff Wellbeing Committee which meets termly |  Complimentary tea, coffee, sugar and milk in the staffroom |  Inclusive staff challenges to bring everyone together |
|  A buddy for new staff who join NGHS for their first year |  Counselling service free to all staff both in-house and externally |  Opportunities for career development always considered |
|  An annual flu jab for all staff available upon request each winter |  Greater PPA time than national and no mainstream cover |  Measured approach to lesson observation, drop-ins and good practice weeks |
|  Calendared wellbeing weeks with no evening meetings/events |  Childcare vouchers scheme for those who have children in regular day care |  Annually reviewed Workload Policy; designed by staff for staff to support reducing workload |
|  Deadlines well publicised and annual calendar consultation |  Staff social evening each term - let your hair down and relax |  Communications policy which protects time outside of school day |
|  No student or class data collected for data's sake |  A flexible and generous approach to family appointments, children's events, nativities, sports days etc. |  SLT Open Door Policy at all times including urgent email for non-school days |
|  Dedicated marking afternoon for all staff during internal exam week |  Complimentary Christmas Dinner for all staff each year |  Cake, laughter & friendship in the staffroom |
|  Dedicated classroom wherever possible for all teaching staff |  Thank You Friday reward scheme for staff to share appreciation of colleagues |  A firm commitment to the current DFE Staff Wellbeing Charter |



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad.

Informal discussions about the post via Microsoft Teams can be arranged. Email headteacher@nghs.org.uk to book a time slot.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 16 May at 9am**. Interviews will most likely take place on **Friday 20 May**. Referees must include your current or most recent Headteacher. Letters of application should be addressed to our Headteacher Mr M J Scott.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.