

JOB DESCRIPTION

Postholder	Curriculum Leader of Art
Line Manager	Assistant Headteacher
Salary/Scale of Post	MPS/UPS plus TLR 2A. Part Time role – 0.8 FTE
Key Expectations And Responsibilities	• To provide leadership for the Art department and work with the senior leadership team and other curriculum leaders. • To secure the highest standards in student learning, and outcomes (i.e. attainment and achievement) for Art across all years. • To develop and enhance the teaching practice of others. • To effect the school's mission statement and to secure the school's strategic objectives. • To uphold and make an active contribution to the school's Catholic ethos in line with the Catholic Education Service contract. • To teach in accordance with school policies, National Teachers Standards and the National Curriculum. To carry out related pastoral, developmental and administrative duties in accordance with the school's aims and development plan As such, the Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

General Responsibilities for this Post	In addition to fulfilling the key expectations of a standard scale teacher and tutor role: • Enthuse, inspire and develop staff and students under the school's Catholic ethos • Have understanding of and commitment to promoting the educational principles of Cardinal Heenan Catholic High School. • Knowledge of local, national and international developments in the subject area • Liaise regularly with the school's Achievement Champion to enhance and enrich the curriculum. • Participate in Local Authority and Catholic Partnership networks. • Monitor and respond to curriculum developments and initiatives at local and national levels. • Lead by example, providing inspiration, motivation and leadership and embodying for students and staff the vision and purpose of the department. • Provide prominent, effective and positive leadership of teaching and learning in the department.
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**General
Responsibility
for this Post**

- Undertake line management for identified members of staff and contribute to the wider remit of the middle leadership group.
- Lead the development of syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department and explore innovative ways of teaching and organising the curriculum
- Keep up-to-date with and respond to developments in pedagogy and curriculum at national, regional and local levels and lead the department in implementing whole school initiatives, (e.g. focus on achievement of pupil premium students, promotion of literacy, numeracy and communication skills).
- Take responsibility for the day-to-day management, control and operation of the department and its resources.
- Ensure that schemes of work, teaching and learning styles are suitably differentiated to meet the needs of all students, including groups of students such as SEND and Most Able.
- In relation to assessment and testing, establish and implement clear practices for assessing and recording student achievement, in line with school policy.
- Work with appropriate postholders to ensure that staff development needs are identified and met.
- Take responsibility for own professional development.
- Engage actively in staff performance management and the Appraisal Review process and act as reviewer for a group of staff within the department.
- Assist in the selection and induction processes for new staff.
- Promote teamwork and motivate staff to ensure effective working relationships.
- Assist in making appropriate arrangements for classes when staff are absent.
- Secure effective behaviour for learning within the department by following school policies and procedures.
- Assume responsibility for the departmental self-evaluation and review procedures and lead on the departmental development plan.
- In association with colleagues, formulate aims and objectives for the department.
- Manage the process of target setting within the department and monitoring student progress, putting in place intervention strategies as appropriate to ensure targets are achieved.
- Monitor the effectiveness of departmental practice through the self-evaluation cycle, implementing improvement where required and helping to ensure consistency of approach across the department, including via lesson observation.
- Oversee the accurate reporting of student performance and progress to parents by standardising and moderating marked work and assessments.
- Analyse and evaluate performance data, systems and reports, assuming responsibility for examination entries within the department and liaising with examining bodies and other relevant external agencies as required.
- Contribute to the development of links with other departments in school, partner schools, the wider community and with relevant external agencies.

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| | <ul style="list-style-type: none">• Organise or oversee the organisation of curriculum enrichment visits as appropriate and ensuring appropriate risk assessment completion in line with school visits policy.• Ensure that health and safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, liaising where appropriate with the school's Health & Safety Manager (Deputy Headteacher).• Ensure high standards of professional appearance in line with the school's dress code.• Have a commitment to safeguarding and promoting the well-being of all students in line with school policy and national guidelines.• Undertake any responsibilities commensurate with the scale and responsibility of the post as directed by the Headteacher. |
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The role and responsibilities outlined are subject to review as part of the school's Appraisal process and is not exclusive of the full range of professional duties.

PERSON SPECIFICATION

Selection Criteria		Essential (E) Desirable (D)	Method of Assessment
	E	D	Application – A Interview – I References - R
Qualifications/Knowledge			
Well qualified Honours Graduate in relevant subject/area	E		A, I, R
Qualified Teacher Status	E		A, I, R
Evidence of up to date and appropriate in-service training		D	A
Experience			
Ability to teach to Key Stages 3 and 4	E		A, I
Experience of teaching full ability range at Key Stages 3 and 4	E		A, I
Evidence of using assessment data to set challenging targets and to raise standards of students' achievements	E		A, I
A proven track record in the classroom (progress and attainment)	E		A, I, R
Outstanding subject knowledge	E		A, I, R
Evidence of effective leadership skills and qualities		D	I, R
Experience of co-ordinating whole school activities		D	A, I, R
Evidence of good classroom management skills	E		A, I, R
Excellent practitioner	E		A, I, R
Proven record of driving innovation to raise student attainment.		D	A, I

Selection Criteria	Essential (E) Desirable (D)		Method of Assessment
	E	D	Application – A Interview – I References - R
Specific Aptitude			
Ability to communicate effectively with students and staff	E		I, R
Support the school's Catholic Ethos	E		I, R
Work effectively as an individual and as part of a team	E		A, I, R
Well organised with high level of commitment to teaching	E		A, I, R
Good management and interpersonal skills	E		I, R
Ability to lead and manage a group of people	E		A, I, R
Personal Qualities			
Personal integrity and the drive to do what is best for the students	E		A, R
Have vision, energy and enthusiasm	E		A, I, R
Place importance on self and students achieving high standards	E		A, I, R
Ability to make an effective contribution to the Catholic ethos of the school	E		A, I
Ability to contribute to other aspects of school life	E		A, I
Commitment to supporting and promoting the extra-curricular life of the school	E		A, I
Practising Catholic		D	A, I
Commitment to safeguarding and promoting the wellbeing of all children	E		A, I, R

