

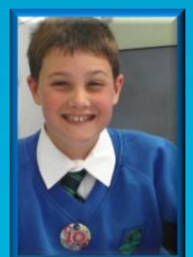


# Walkwood

Church of England  Middle School



## Recruitment information: Head of Art



*“For learning about wisdom and instruction, for understanding words of insight, for gaining instruction in wise dealing, righteousness, justice, and equity; to teach shrewdness to the simple, knowledge and prudence to the young - let the wise also hear and gain in learning, and the discerning acquire skill, to understand a proverb and a figure.”*

*Proverbs 1: 2-6*

“The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.”

*Deeply Christian, Serving the Common Good, 2016*

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

*SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*



## School Context

*“I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.”*

*John 15: 16*



*“God blesses those people who are like trees growing beside a stream, trees that produce fruit in season and always have leaves.”*

*Psalms 1: 3*

## Principles and purpose

At Walkwood Church of England Middle School we:

- Hold each child as precious
- Support the development of good character
- Seek for the best rates of academic progress
- Engender care, happiness & love

At Walkwood Church of England Middle School our purpose continues to be for pupils to:

- develop a deep desire to learn, engaging with the roots of the learning process;
- cultivate values that will shape their living both within and without the school;
- experience awe and wonder, and consider both spiritual and human dimensions.

Borrowing an adage from St. Irenaeus: “The glory of God is a human being fully alive!”

## Vision and Values

The school has been an established Christian community for an extended period, being welcoming and friendly, with pupils who are expected to behave and be eager to learn. Those pupils who find this a challenge are fully supported through highly functioning classroom practitioners and well-developed pastoral support.

### Walkwood Way

#### **‘Love to Learn; Learn to Live; Live to Love’**

Our aim is that all children attending the school will become life-long learners who are curious about the world around them and are creative in their exploits while caring for others and themselves. We seek to enable our pupils to make informed choices, becoming increasingly independent and playing their part in the community. We offer pupils a spiritual dimension that is distinctively Christian, and honours other faiths and those people who profess no faith.

We aim to inspire every child – whatever their abilities – to achieve their very best, and make a valuable contribution to the Walkwood community. We want our pupils to [love to learn](#).



Our school is not just about knowledge, it is also about skills. It's about inspiring children to look at the world differently, and about challenging them to be fascinated by lessons and subjects. In this way, we encourage our pupils to **learn to live**, preparing them for an adult life in a changing world, and as such we seek to equip our children for the future. Our 'Learning Superheroes' allow teachers to hone pupils' learning skills. We want pupils to excel in school... and in later life.

As a Church of England school, we are fully inclusive of all faiths and beliefs. While Christian principles underpin all of the school's values, we know that these morals are shared by many faiths. We look for our pupils to take into their lives beyond our school an outlook that allows them to **learn to love** the experiences, people and spirituality that they encounter.

### Walkwood values

Our core values are expressed in the Fruits of Faith, which are ten values that have their roots in Christian tradition. However, we believe that devotees of other faiths, or those who express no faith commitment, are able to agree upon the definitions and implementation of these values within a shared community. These fruits are used as part of worship, and are also within lessons.



### Walkwood pupils

Our Christian ethos, embedded in all aspects of school life, ensures that every child will know what it is to be cared for and valued. All pupils receive the very best education and an equal opportunity to learn and achieve academically, socially and spiritually. We know that enthusiastic, happy, confident children are most likely to persevere and work to the best of their ability. We aim to build upon this and foster a love of learning in all children. Our Fruits of Faith and Superhero Thinking Skills form a firm foundation to school life where children are encouraged to develop independent learning skills, be thoughtful and take responsibility for their actions.



## Walkwood staff

We set high aspirations for all our pupils, both academically and socially, as well as allowing pupils to consider the spiritual dimension. Therefore, we have high expectations. Christian values lie at the heart of our work and we aim to provide a broad, rich, stimulating education to develop a thirst for learning in all children. We aim to challenge all our children to raise their standards and support them in that challenge, encouraging them to become reflective, resilient learners. Firm and fair discipline, based upon Christian values, is vital in creating an environment in which all children can flourish. We aim to make every child feel positive about their learning and achievements and our role as staff in school is to care, encourage and listen as well as to teach.

## Walkwood community

Our Fruits of Faith were developed as a Christian expression of the nature of the school, but also to define the characteristics of an interconnected community. These values are part of teachers' planning, as well as part of decision making by the Senior Leadership Team and Governors. We wish for our pupils to be aware of their role in the wider world, open their eyes to the diversity within it, celebrating the richness of human experience and the potential of divine expression.

## Curriculum: Introduction

Walkwood's curriculum is summarised by its three-fold mission statement:

**Love to Learn; Learn to Live; Live to Love.**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The development of character is a significant part of the school's work.

The school actively promotes its core values – the Fruits of Faith – doing so through the curriculum as well as through collective worship and vertical tutor time.

## Curriculum: Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in mixed ability groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.



- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

## Curriculum: Intent

### Love to learn

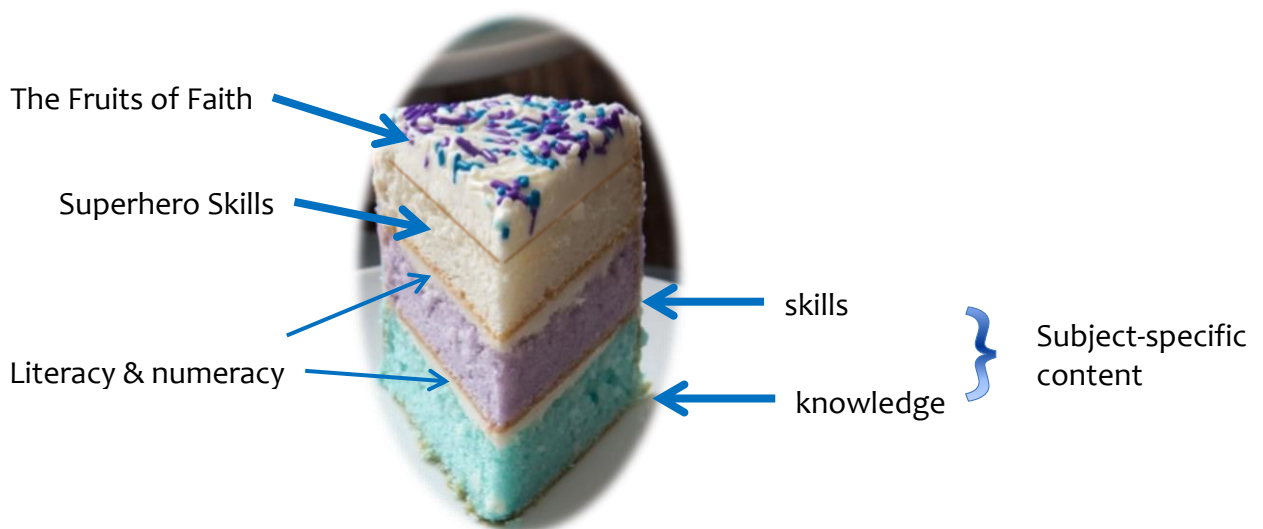
This aspect concerns the subject content, that is, structured and delivered in an age-appropriate, engaging and differentiated way. The content holds both the subject matter and the subject-specific processes that are taught and explored.

### Learn to Live

Here we have the learning roots – our ‘Superhero skills’. These six aspects are part of the Walkwood Way, and are delivered in each lesson. Teaching draws out the opportunity for applying these learning and thinking skills. Literacy and numeracy strands are part of this section too.

### Learn to Love

Our ten school values – our Fruits of Faith – are an aspect of our school that is unique to us. These values are in action throughout our school, and are thus another part of the Walkwood Way. It is appropriate that opportunities to model these values, and to exercise them, are within lessons.

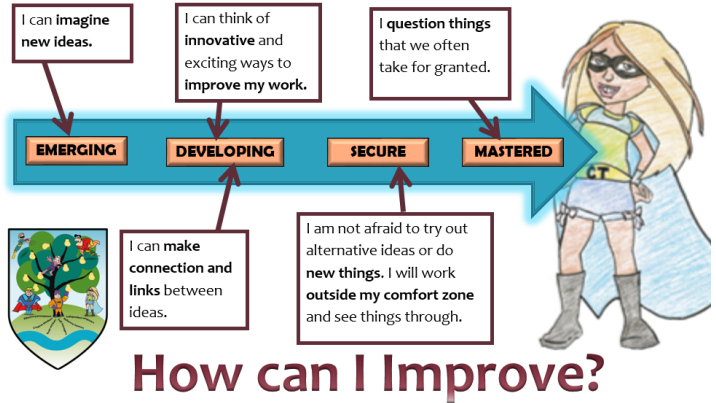


# Superhero skills

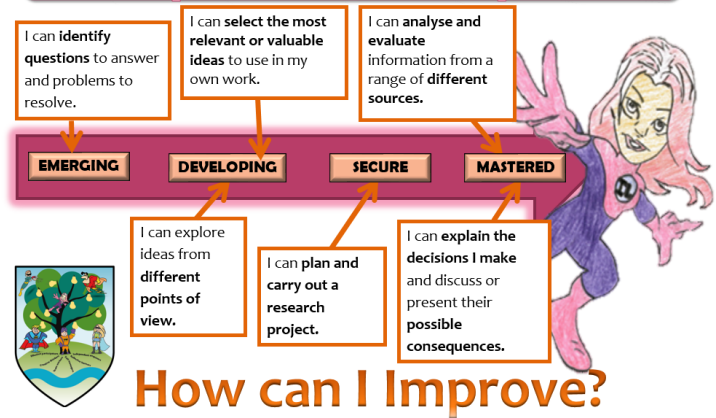
## Effective Participator



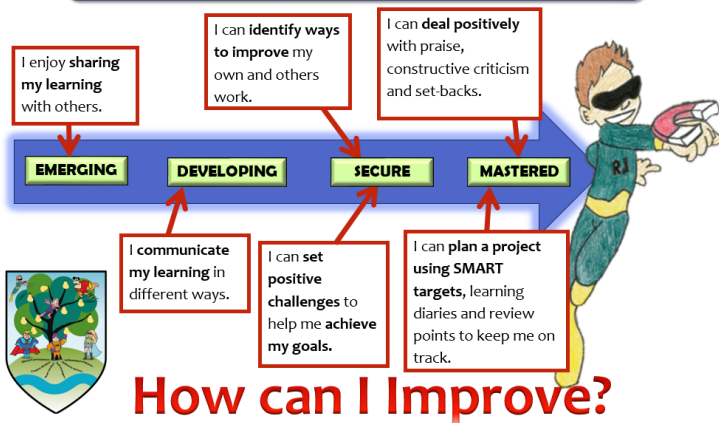
## Creative Thinker



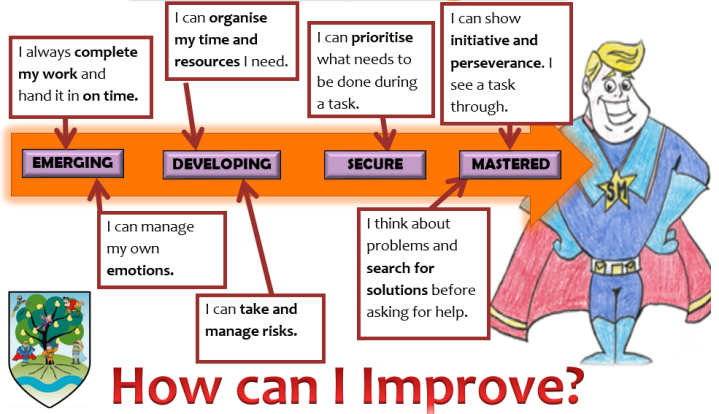
## Independent Enquirer



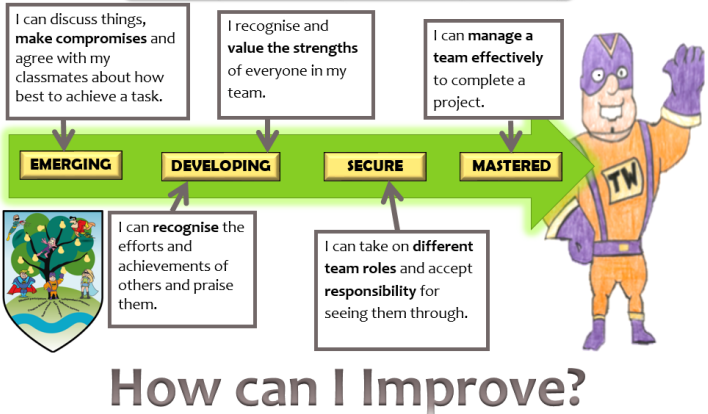
## Reflective Learner



## Self Manager



## Team Worker



# Job description

<b>Post title:</b>	Teacher, Head of Art
<b>Salary and Grade:</b>	MPS or UPS in line with the current <i>School Teachers' Pay and Conditions Document</i>
<b>Responsible to:</b>	The Principal, SLT Line Manager, College Leader and the Governing Body
<b>Responsible for:</b>	The deployment and supervision of the Teaching Assistant Teachers of Art

## Main Purpose of the Job:

- To establish and maintain high standards in relation to all aspects of the Teachers' Standards
- Lead the teaching of Art, designing and amending the learning within the curriculum intent of the school.
- Demonstrating effective practice and to evaluate the impact of their teaching on pupils' achievement
- Upholding and implementing workplace policies
- Contributing to school development
- Fulfilling the pastoral arrangements for pupils
- Making a contribution to the wider aspects of school life

## Main Responsibilities:

**As set out in the job description for Main Pay Scale or Upper Pay Scale (whichever applies), both of which incorporate the Teachers' Standards.**

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities, support the ethos of the school, and demonstrate consistently high standards of personal and professional conduct.

## Responsibilities as Head of Art:

- Co-ordinate and take day-to-day responsibility for the organisation and management of staff and resources involved in the teaching of the subject.
- Co-ordinate and take day-to-day responsibility for extra-curricular work related to the subject.
- Prepare and maintain schemes of work, teaching materials, teaching programmes, methods of teaching and assessment with reference to the subject.
- Ensure schemes of work have reference to contributions to SMSC.
- Plan and lead continuing professional development training for other staff under the general direction of the Assistant Principal (Teaching and Learning).
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the department and integrate this into the work of the school as a whole.





- Draw up and monitor the resource requirements of the department and, from time to time, to requisition resources and materials in accordance with arrangements made for the purpose.
- Carry out monitoring and review activities as part of the work across the school.
- Prepare written reports for the Governing Body.
- Maintain arrangements for reporting to parents on the progress of pupils undertaking learning in the department in accordance with the school's overall systems.
- Co-ordinate, plan and lead school events related to the teaching of the subject, and within the school more generally.
- Organise and lead related visits to curriculum-related events.

### Working time

A full-time teacher shall be available for work for 195 days in any given year of which 190 days shall be days on which she/he may be required to teach pupils, in addition to carry out other duties.

Subject to this, a full-time teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1,265 hours in any academic year excluding time spent in traveling to or from the place of work.

A teacher will have duties assigned as part of directed time. A teacher shall not be required under his/her contract as a teacher to undertake midday supervision and shall be allowed a break of reasonable length for lunch.

A teacher shall, in addition work such additional hours as may be needed to be able her/him to discharge effectively her/his professional duties, including marking of pupils' work, writing reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time for this purpose beyond their 1,265 hours shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's functions.

The teacher will be entitled to 10 per cent PPA time.

### Code of Conduct

The School expects all staff to ensure that their standards of conduct are, at all times, compliant with the Walkwood Church of England Middle School Code of Conduct for Employees.



## Person Specification

Attributes	Criteria
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree qualification in a relevant subject</li> <li>• Evidence of professional development and recent relevant in-service training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience,</li> <li>• Successful record of raising standards: demonstrable skills of a highly effective classroom practitioner.</li> <li>• Leadership experience of an initiative or area of responsibility within the arts.</li> <li>• Experience of improvement planning and implementation in an Art department. (Desirable)</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to promote and develop the values-based curriculum inputs.</li> <li>• Ability to have an appreciation of the Christian ethos of the school through clarity of vision.</li> <li>• Ability to develop, monitor and evaluate literacy within the curriculum. (Desirable)</li> <li>• Ability to identify the learning needs of individuals and groups and plan supportive interventions where necessary.</li> <li>• Recognise high performance and challenge underperformance.</li> <li>• Ability to plan, monitor, evaluate, review and lead by example.</li> <li>• Ability to make links with other schools.</li> </ul>
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Define, identify and achieve highly effective teaching and learning.</li> <li>• Knowledge of behaviour management strategies and an ability to maintain good discipline</li> <li>• Sound understanding of recent educational developments.</li> <li>• Knowledge of school management systems for data. (Desirable)</li> <li>• Experience of working in collaborative partnerships with other schools. (Desirable)</li> </ul>
<b>Qualities and Values</b>	<ul style="list-style-type: none"> <li>• Flexible leadership style and the ability to build and maintain a professional relationships with colleagues and parents.</li> <li>• Inspirational to pupils and staff.</li> <li>• Ability to lead the department through changes and to meet new challenges with enthusiasm, vision and flair.</li> <li>• Self-motivated and hard working.</li> <li>• Have a positive approach to discipline and rewards.</li> <li>• Have a commitment to developing the extra-curricular life of the school and other out of school activities.</li> <li>• Ability to delegate when appropriate.</li> <li>• A commitment to ensuring the health and wellbeing of all pupils and staff.</li> <li>• Ability to demonstrate drive and determination.</li> <li>• Role-model for good manners and professional behaviour.</li> </ul>

**Note:** The Academy is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Appointments to this post will be subject to receipt of satisfactory Enhanced Disclosure and Barring Service (DBS) check.



## Inspection highlights



Pupils make good progress during their time at school. A well-taught and broad curriculum ensures that most pupils work at or above age-related expectations.

The school has an impressive climate for learning. Pupils' contributions in lessons are often thoughtful, sensitive and articulate.

Staff, parents and pupils speak warmly about the changes made to the school. Most staff are infected with the same desire to do their best for all pupils. They work very hard to achieve this.

The governing body has an estimable set of skills and brings a sharp perspective to the work of the school. It is aware of its responsibilities and is determined to improve the school further.

A varied and interesting curriculum gives pupils ample opportunities to study a broad range of subjects. Pupils enjoy a rich diet of activities outside of lessons...



Pupils in the school feel safe. They know whom to turn to if they encounter any difficulty. They are confident about raising any issues they have. Bullying is rare. It is taken seriously and dealt with firmly if it does occur.

Many teachers balance the development of pupils' subject knowledge, skills for learning and positive attitudes very skilfully. They blend the lesson objectives with the development of 'superhero learning traits' and promote pupils' understanding of the 'fruits of faith'.

Pupils are supported carefully when they arrive at the school. Effective liaison between most local schools helps to ensure that pupils settle into school well.

During their time at school, pupils develop into confident, hardworking and articulate pupils. They acquire good social skills, develop tolerance of others and are resilient.

Key to the school's vision is that every individual is created in the image of God, and from this belief springs the school's outstanding attention to individual needs, both academic and pastoral.

The inclusive vision of the school ensures that all children are supported in their personal well-being and academic achievement.

Children are inspired by collective worship, with the result that messages from worship cause them to reflect on their lives and take action in support of those in need.



THE CHURCH OF ENGLAND EDUCATION OFFICE

The school's inclusive Christian ethos ensures that children have an outstanding understanding of and respect for difference and diversity.

The result of the outstanding leadership at Walkwood is that, in line with the school's motto, each member of the school community is challenged, encouraged and nurtured to "love to learn, learn to live and live to love".





*“Therefore, my beloved, be steadfast, immovable, always excelling in the work of the Lord, because you know that in the Lord your labour is not in vain.”*

*2 Corinthians 15: 58*



*I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.’*

*Ephesians 3:18-19*

