



# Art Technician

## Application Pack

Caroline  
Chisholm  
School



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Chisholm  
School



*Globally Minded • Future Ready*

94% of CCS staff say

- ▶ 'I enjoy coming to work'  
and
- ▶ 'I receive high quality  
support'

(Oct 2025)



CCS received the 'Wellbeing Award for Schools' (2024)

# Application Pack - Art Technician

## Welcome - Thank you for your interest

**Big question:** 'Do you want to work in a place where staff wellbeing truly is at the heart of every decision?'

If so, then our school and the post of Art Technician at Caroline Chisholm School may be worth considering.

Our school is a dynamic and heavily oversubscribed all-through academy which, as England's first all through state school, covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form. The school has an incredibly talented and motivated staff body and a supportive, bright, and extremely well-behaved student body.

We are currently seeking someone to join our incredible team within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. You will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

Our school was last inspected by Ofsted in May 2025. The inspection confirmed we maintained our standing as 'Good' overall, with our Early Years Foundation Stage (EYFS) remaining 'Outstanding'.



# This is the important stuff...

## ► Our Vision

Our mission is simple, yet powerful: To inspire every student through the delivery of an innovative, world-class education'. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and glad to belong.

Being an all-through school has a number of benefits for staff, students and parents; children stay settled; staff can work together across all phases and parents can be assured with a consistent approach to their child's education.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are our CCS values that shape and resonate in everything we do. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning. Our curriculum is enriched with first class opportunities for creativity, personal development and global connection designed to shape not only great scholars, but also students who are 'globally minded and future ready'.

## ► Our Values

At the heart of everything we do are the values that define us: acting with kindness, learning with curiosity, and living with integrity.

**Kindness** builds a community where everyone feels safe and valued. It teaches empathy, inclusion, and respect; qualities that underpin strong relationships and positive mental health. Kindness ensures that care for others remains central to all learning and behaviour.

**Curiosity** drives a love of learning and discovery. It encourages children and young people to ask questions, think critically, and explore the world with open minds. A curious learner becomes a lifelong learner; adaptable, creative, and ready to face change.

**Integrity** means doing the right thing, even when no one is watching. It fosters honesty, trust, and accountability, the foundation for strong character and good citizenship. It unites academic learning with moral development across every age group.

Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

# Personal message to applicants, from the Principal

It is such a huge decision to decide where and with whom you will 'do life' with during the next phase of your career. It is certainly something I have considered prior to every job I have ever considered in mine. Are these the kind of people who will support me, help me grow, empower me to become all I can be... somewhere I can give, somewhere I can effect change on the lives of young people... and importantly somewhere I can enjoy living?'

This has always been at the forefront of my mind in the schools I have led, as I believe that our greatest investment should be in our people.

Richard Branson said it best I think: "Train and equip people well enough that they can leave, treat them well enough that they don't want to." This philosophy underpins what we have termed 'The CCS People's Pledge' - our shared commitment to staff wellbeing and excellence. When we really prioritise staff wellbeing and professional growth, we create a culture where every colleague feels valued, supported, and empowered to thrive.

The reality is clear, well documented and often quoted: Workload, burnout, poor pay, lack of support, and leadership gaps are driving talented educators away. Yet schools will always exist, and children will always need great teachers and staff who support them. If we want to be part of shaping globally minded students to enable them to become future ready, something has to change, fast. That change starts with us. With us leading learning, not just managing people but trusting professional autonomy; and recognising the daily impact all staff make beyond test scores.

Teachers and Support Staff are the heartbeat of education. When they choose to leave, the entire system feels it. That's why our pledge is more than words, it's action. We commit to prioritising wellbeing, fostering belonging, championing balance, celebrating contribution, and investing in growth. Because when our staff thrive, our students flourish. It's important we do more than just talk and at CCS... we are doing exactly that!

If you feel that our school ethos fits your ambitions, I would very much like to hear from you. This position is available from September 2026.

If you would like to visit our school, please contact Jane Trevellick  
([jtrevellick@ccs.northants.sch.uk](mailto:jtrevellick@ccs.northants.sch.uk))

I look forward to exploring the future together, so please get in touch.

Kind regards

Chris Bishop

A portrait of Chris Bishop, the Principal, is positioned on the right side of the page. He is a middle-aged man with a short beard and mustache, wearing a dark blue suit jacket, a white shirt, and a light-colored tie. The background behind him is a blurred outdoor setting with greenery. A thick yellow diagonal line runs from the bottom left towards the top right, partially overlapping the portrait and the text.

[www.linkedin.com/in/cbishop1](https://www.linkedin.com/in/cbishop1)



# Art Technician

## Job description



**Reporting to:**

Faculty Leader

**Salary:**

Grade F £12,965.62 (actual salary for 22 hours per annum) dependent on experience.

*Pay award pending*

**Working time:**

Monday to Friday, 22 hours per week, working flexibly. 38 weeks per annum term time, plus training days.

# Job Description

## Main duties and responsibilities

### Role Purpose

Contribute to the overall ethos and aims of the school. Appreciate and support the role of other professionals. Participate in training, other learning activities and performance management as required. Attend and participate in relevant meetings as required.

Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop. Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person.

### Key Responsibilities

- Supporting teaching staff in Art/Photography lessons.
- Assisting with displays in classrooms and corridors.
- Preparation of visual resources for lessons.
- Assisting in lessons in the department.
- Organising Art/Photography mentorship between A-Level and GCSE students.
- Assisting teacher in GCSE Photography classes.
- Working one-to-one with students on Photography shoots in the studio.
- Re-stocking classrooms with resources
- Setting up + taking down exhibitions
- Mounting of students work.
- Printing digital Photography work.
- Firing student ceramic work in the kiln.
- Managing the Photography studio/ Art Gallery.
- Managing the safe storage of students' work.
- Management of the school online gallery.
- Provide supervision of pupils during lunchtime and out of lesson times such extra – curricular activities, including educational trip and visits.

### Administrative

- Managing the storage room, stocktaking and ordering of resources.
- Organisation of visits for the faculty and arranging new visits.
- Organising the 6<sup>th</sup> form volunteering timetable within the department.
- Seeking of/Contribution to/Management of external school visual art projects within the community.
- Administration duties within the faculty.

### General

- Assisting with the design and production of the stage set for school production.
- Maintenance of department equipment.
- Ensuring Health & Safety with equipment is adhered to throughout the department.

- Liaising with other departments.
- Any other responsibilities deemed suitable for the post.

### **Training and Growth Opportunities**

- Support for continuing professional development (CPD) through school-funded courses.

## Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

“The school provides many opportunities for pupils to develop their talents and interests. [...] Pupils have many opportunities to develop their character and to contribute to school life. Students in the sixth form are proud to mentor younger pupils.”

Ofsted, 2025



# Welcome to the Visual Art Department

When students arrive in Year 7, they will be taught about the Formal Elements in Art. By learning about the Formal Elements and using combinations of them, students will be able to make very competent pieces of artwork. As there are 8 Formal Elements, students will focus on 5 of them in Year 7 and the remaining 3 in Year 8. In Year 7 they will learn about Colour, Line, Shape, Tone and Form and then complete a themed mini-project in the last term. We will ask students to research the work of artists that predominantly use these formal elements and students will use a wide variety of materials and techniques in producing responses to the work of these artists, including drawing, painting, printmaking, sculpture and photography. At Key Stage 3 students will be given homework regularly, usually every fortnight, which is designed to complement their classroom studies.

In Year 8, students will continue to learn about the Formal elements and in particular Composition, Pattern and Texture, then complete a themed project.

In Year 9, students will start their project-based work, where they can use the skills, knowledge and techniques learnt in Year 7 and 8 and refine and improve these, as well as learn new techniques.

If students decide to do Visual Art as an option subject for Year 10, then they have the choice of doing either Art or Photography. In Year 10, the theme is Structures for both Art and Photography. The teacher will guide students through this project to begin with, but we would expect much more independent work from students at this stage. They will research a variety of different artists or photographers, produce personal responses to their work and then develop their own ideas from this research, which will culminate in students reaching a visual conclusion to their project.

In Year 11, students will choose their own project theme from a variety of given topics and will be expected to work even more independently.

If students decide to do either A level Art or Photography, then it is very similar to GCSE but much more in depth and we would expect students to take a more analytical approach to it.

We pride ourselves on all the extra-curricular activities that we offer in Visual Art, to enhance the learning of all students. We run after-school sessions for all year groups and put on some weekend and holiday sessions for GCSE and A level students. Students are invited to help with the production of the annual stage set for the school play. Students enjoy being in the Visual Art department where they can be creative and thrive.

We get involved with community-based art projects and charities, where students can experience working in and with the wider community. Students are encouraged to enter competitions, including the relatively new Youth Summer Exhibition at the Royal Academy of Art.

We also organise school visits, including the National Portrait gallery in London, Pitt Rivers and Natural History Museum in Oxford. Year 10 students visit Kew Gardens where they spend the day working in situ. Galleries in London including the Tate Britain, Tate Modern, Saatchi Gallery and Victoria and Albert Museum all feature in our studies.

Our results at both GCSE level and A level are always good and we take pride in our students' achievements.

## Visual Art - Subject Vision

In the **Visual Art department**, we encourage students to take risks, **experiment** & **develop** their skills and ideas without **fear** of **failure**.

In line with National Curriculum principles and DfE subject content guidelines we **engage**, **challenge** and **inspire** students, equipping them with the skills and knowledge to invent and create their own works of art, craft and design. Thus, prompting ambition, creativity and individuality. We inspire confidence in our students through their continued practice and they demonstrate **success** through personal achievement, irrespective of their ability. They learn to think **critically** and develop a more **rigorous understanding** of art and design and the historical contexts.

Students **support** each other's learning and engage in a **positive** working environment, enabling all students to **succeed**.

# Person specification

**E** Essential

**D** Desirable

## Education, training and skills

<b>E</b>	Good education with minimum of grade 4/C pass in GCSE English and Maths or O Levels at Grade C or above.
<b>E</b>	A recognised ICT qualification to a level appropriate to the role
<b>E</b>	Effective communication and interpersonal skills
<b>E</b>	Ability to build effective working relationships both inside and out the organisation
<b>E</b>	Ability to inspire ambition in students
<b>E</b>	Able to work independently and part of a team
<b>E</b>	Able to manage a busy and diverse work load

## Personal Qualities

<b>E</b>	A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
<b>E</b>	Ability to work under pressure and prioritise effectively
<b>E</b>	Commitment to maintaining confidentiality at all times
<b>E</b>	Flexible and adaptable to changing priorities
<b>E</b>	Commitment to safeguarding and equality

## Experience

<b>E</b>	Previous experience in creative arts or art
<b>E</b>	Experience working with young people in a guidance or educational capacity
<b>D</b>	Experience in supporting colleagues in an educational setting
<b>D</b>	Experience in carrying out administrative or resource production tasks
<b>E</b>	Effective communication and interpersonal skills
<b>E</b>	Ability to build effective working relationships both inside and outside the organisation
<b>E</b>	Ability to inspire ambition in students
<b>E</b>	Able to work independently and part of a team
<b>E</b>	Able to manage a busy and diverse workload

## Applicable to all staff

<b>E</b>	Undertake training as required in order to fulfil the requirements of the role
<b>E</b>	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school
<b>E</b>	Play an active role in terms of safeguarding all students and adults

## Safeguarding statement

Caroline Chisholm Education Trust is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism. It expects all staff and volunteers to share this commitment. All staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

We are required to conduct a variety of checks and online searches about you as part of our recruitment process in accordance with Keeping Children Safe in Education guidance.

***It is an offence to seek employment in regulated activity if you are barred from working with children.*** This post will involve regular contact with children, and therefore is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further guidance can be found at:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Applicants are therefore not entitled to withhold information about convictions, cautions or bind-over orders which for any other purposes are “spent” under the provisions of the Act. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, 2013 and 2020 will not appear on a DBS certificate and does not need to be declared.

Shortlisted candidates will be asked to complete a self-declaration related to their criminal record or any information that would make them unsuitable to work with children.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. If you have lived or worked outside of the UK, additional information may be required from you to satisfy safer recruitment checks. Please see our website for up to date policies including our Child Protection and Safeguarding Policy.

Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role.

# Our Core Wellbeing Offer

## 1. Work–Life Balance

- ▶ 45-minute meetings as standard
- ▶ “Out of office” email protocol for holidays/weekends
- ▶ Agile working arrangements considered
- ▶ Protected Planning, Preparation and Assessment (PPA) time
- ▶ Paid, annual ‘Flexi-Day’ off from Trustees available, upon request
- ▶ Directed time well below 1265 hours for teaching staff
- ▶ ‘Discretionary leave’ considered for life events
- ▶ Half day at end of Christmas and Summer terms

## 2. Recognition & Community

- ▶ Monthly “I heard a Whisper” awards
- ▶ Regular shout-outs from leadership and peers
- ▶ Relaxing, shared staffroom spaces
- ▶ Termly staff raffle
- ▶ “Feel Good Friday” thank-you briefings
- ▶ Link Trustees to leadership
- ▶ £500 “Recommend a Friend” bonus
- ▶ Salary sacrifice schemes for bikes, tech, childcare
- ▶ Blue Light Card paid for bi-annually
- ▶ Fair TLR values for part-time staff

### 3. Voice & Influence

- ▶ Annual strategy review using Boston Consulting Group (BCG) Matrix
- ▶ Annual anonymous staff survey with published actions
- ▶ "Stay Interviews" to understand retention
- ▶ Termly Staff Wellbeing Forum
- ▶ Dedicated Wellbeing Trustee
- ▶ Open-door SLT policy

### 4. Professional & Personal Growth

- ▶ Funded CPD and skill development
- ▶ Peer-to-peer instructional coaching & mentoring
- ▶ Transparent career pathways
- ▶ Regular 1:1s with leaders
- ▶ Disaggregated training days
- ▶ Learning walks with no personal judgements
- ▶ Free music tuition (where possible)
- ▶ July start for Early Career Teachers

### 5. Health & Wellbeing

- ▶ Wellbeing Policy
- ▶ Free flu vaccinations
- ▶ Access to 'GP On-Demand'
- ▶ Free tea and coffee
- ▶ Mental Health First Aiders
- ▶ Wellbeing modelled by senior staff
- ▶ Formal supervision statutory for DSL staff
- ▶ Wellbeing email for concerns/suggestions
- ▶ Confidential, free Employee Assistance Program (EAP)
- ▶ Clear policy for managing challenging families – 'no excuse for abuse'
- ▶ SLT agenda includes "Impact of decisions made"
- ▶ "Brunch at Breaktime" on last Friday of each month
- ▶ Fitness and wellness program – inc. Yoga lessons, staff sports, free on-site gym



## How to apply

To apply, simply click “apply now” to complete the application form, and upload your supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trevellick, Payroll and HR Coordinator via:

[jtrevellick@ccs.northants.sch.uk](mailto:jtrevellick@ccs.northants.sch.uk)

Please note that all applications must be submitted by **midday Wednesday 17 June 2026**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

## Interview

**Interviews for the post will take place on Wednesday 24 June 2026**

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

**“Reflecting on my time in both primary and secondary, I can see how much support I’ve received. My school has provided a solid foundation in academics, helping me develop essential skills that I will carry forward.”**

Trisha, Year 8

# Caroline Chisholm School



Principal: Mr Chris Bishop

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband



[www.ccs.northants.sch.uk](http://www.ccs.northants.sch.uk)



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