



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Lead Practitioner for
Art

Astrea Academy
Dearne

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| Academy / Department | Astrea Academy Dearne |
| Post title | Lead Practitioner for Art |
| Responsible to | Assistant Principal |
| Full time Salary | £57,139.00 - £64,644.00 Annually (Actual) LP4-LP9 |
| Working Pattern | Full Time 52 weeks per year |

ROLE SUMMARY

To develop and enhance the teaching and practice of others and be accountable for developing elements of the subject/curriculum offer. To raise standards of scholar attainment and achievement within the whole curriculum area. To work with the Art department to be accountable for scholar progress and development. Ensure the provision of an appropriately broad, balanced and relevant curriculum for scholars studying in the department, in accordance with the aims of the school and the curricular policies.

Main Duties and Responsibilities

- ★ Work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of scholars and to the aims, objectives and strategic plans of the academy
- ★ Contribute to the planning function of the department, and to ensure that the planning activities of the department reflect the needs of scholars within the subject area, AIP and the aims and objectives of the academy
- ★ Lead departmental and whole school professional development sessions, as directed by the Quality of Education team
- ★ Act as an Instructional Coach to an identified cohort of teachers
- ★ Alongside the Head of Department, make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department
- ★ Establish common standards of practice within the department and develop the effectiveness of teaching and learning in all subject areas within the department
- ★ Contribute to the academy procedures for lesson observation and drop ins
- ★ Seek/implement improvement where required.
- ★ Ensure that the department's quality procedures meet the requirements of self-evaluation and the Academy Improvement Plan
- ★ Produce reports within the quality assurance cycle for the department
- ★ Liaise with partner academies, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- ★ Promote actively the development of effective subject links with external agencies
- ★ Contribute to the personal development curriculum according to academy policy
- ★ Lead the development of appropriate curriculums, resources, schemes of work,

feedback policies, assessment and teaching and learning strategies in the department

- ★* Monitor actively and follow up scholar progress
- ★* Implement academy policies and procedures, e.g. Equal Opportunities, Health and Safety, etc
- ★* Liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan and School Evaluation
- ★* Work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- ★* Continue own professional development as agreed with Line Manager
- ★* Undertake Appraisal Review(s) and to act as appraiser for a group of staff within the designated department
- ★* Promote teamwork and to motivate staff to ensure effective working relations
- ★* Ensure the effective operation of quality control systems
- ★* Implement academy quality procedures and to ensure adherence to those within the department
- ★* Make use of analysis and evaluate performance data provided
- ★* Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
- ★* Monitor and support the overall progress and development of scholars within the department
- ★* Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and scholars to follow this example

Set high expectations which inspire, motivate and challenge all scholars

- ★* Establish a safe and stimulating environment for scholars, rooted in mutual respect
- ★* Set goals that stretch and challenge scholars of all backgrounds, abilities and dispositions
- ★* Demonstrate consistently the positive attitudes, values and behaviour which are expected of all scholars
- ★* This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for all scholars is applied

Promote good progress and outcomes by all scholars

- ★* Promote high standards of attainment, progress and outcomes for all scholars
- ★* Plan differentiated teaching to build on scholars' capabilities and prior knowledge
- ★* Guide scholars to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- ★* Demonstrate knowledge and understanding of how scholars learn and how this impacts on teaching
- ★* Encourage scholars to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- ★ Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions
- ★ Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject
- ★ Plan lessons (in line with minimum expectations) and teach well-structured lessons
- ★ Impart knowledge and develop understanding through effective use of lesson time
- ★ Promote a love of learning and children's intellectual curiosity
- ★ Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired
- ★ Reflect systematically on the effectiveness of lessons and approaches to teaching
- ★ Contribute to the design and provision of an engaging curriculum

Adapt teaching to respond to the strengths and needs of all scholars

- ★ Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively
- ★ Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these
- ★ Demonstrate an awareness of the physical, social and intellectual development of scholars, and know how to adapt teaching and learning to support scholars' education at different stages of development
- ★ Have a clear understanding of the needs of all scholars, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- ★ To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of scholars

Make accurate and productive use of assessment

- ★ Make accurate and productive use of assessment in line with the expectations of the academy
- ★ Make effective use of a range of assessment for learning techniques to measure progress in lessons
- ★ Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ★ Make use of formative and summative assessment to secure scholars' progress
- ★ Use relevant data to monitor progress, set targets and plan subsequent lessons
- ★ Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- ★ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- ★ Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- ★ Manage classes effectively, using approaches which are appropriate to scholars needs in order to involve and motivate them
- ★ Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- ★ Make a positive contribution to the wider life and ethos of the academy
- ★ Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- ★ Deploy support staff effectively (where available)
- ★ Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- ★ Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being

Personal and Professional Conduct

- ★ Demonstrate a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- ★ Have professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- ★ Understand and act within the statutory frameworks which set out professional duties and responsibilities

PERSON SPECIFICATION

| | Essential | Desirable |
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| Education and Training | | |
| Qualified Teacher Status | • | |
| Degree or equivalent qualification in a relevant subject, or a very closely related subject area | • | |
| Evidence of recent in-service training in the specialist subject and other related areas. | • | |
| Experience | | |
| Evidence of successful teaching at KS3 & KS4 | • | |
| Developing effective assessment strategies and resources | • | • |
| Experience mentoring or coaching other teachers to improve practice | | • |

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| Ability to successfully manage behaviour in the classroom | • | |
| Experience using data to inform teaching and close attainment gaps | | • |
| Ability to ensure pupils learn and strategies to ensure pupils retain knowledge | • | |
| Knowledge | | |
| Able to demonstrate a knowledge of innovative approaches to the teaching of Art | • | |
| Excellent knowledge and understanding of developments of teaching and learning | • | |
| Knowledge of pedagogical strategies to ensure pupils can maximise retention in long term memory | • | |
| Must be determined to raise achievement | • | |
| Able to demonstrate a thorough knowledge of the Art curriculum | • | |
| Willingness to undertake professional development in the specialist subject and other related areas | • | |
| Professional Skills | | |
| Planning and delivering impactful CPD and departmental initiatives | • | • |
| High level personal IT skills and the ability to use these effectively in a range of situations | • | |
| Proven ability to manage competing demands and perform under pressure | • | |
| High expectation of self and others | • | |
| Strategies for supporting disadvantaged pupils and those with SEND | | • |
| An understanding and commitment to the protection and safeguarding of children and young people | • | |
| Shares an interest in educational research and educational literature | • | |
| Willingness to assist in the development of extra-curricular activities | • | |
| Building strong working relationships with staff, students, and parents | | • |
| Personal Qualities | | |
| Able to demonstrate a thorough knowledge of the Art curriculum | • | |
| Energy, imagination, loyalty and personal commitment | • | |
| Commitment to self-development and continual improvement | • | |
| Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these | • | |
| Commitment to Diversity, Equity and Inclusion | • | |

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| High levels of resilience and emotional maturity | • | |
| Can-do attitude and solution focused approach with an ability to manage expectations | • | |
| High level of integrity with an ability to self-evaluate and reflect | • | |

The above list is not exhaustive.

GENERAL RESPONSIBILITIES

- ★ ★ Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★ ★ Commitment to continual learning and development of skills.
- ★ ★ Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★ ★ Demonstrate an excellent record of attendance and punctuality.
- ★ ★ Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2024)
 - Child Protection and Safeguarding Policy
- ★ ★ Work cooperatively as part of the Trust wide staff team.
- ★ ★ This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

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| Disclosure Barring Service Enhanced Check (DBS) | Yes |
| Section 128 (S128) check | No |
| Is this role a Senior Leadership Role with management responsibility for the academy? | |

APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org