



# Cheney School

Think for yourself; act for others



## JOB INFORMATION PACK

### Teacher of Art

# HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.







## GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment ( Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities



### TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”



# RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

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## OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

## WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

## THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

# THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

## SECONDARY SCHOOLS

Cheney School  
Chipping Norton School  
Gillotts School  
Gosford Hill School  
Kingsdown School  
The Cherwell School  
The Marlborough CofE School  
The Oxford Academy  
The Swan School  
Wheatley Park School

Horspath CofE Primary School  
Larkrise Primary School  
Madley Brook Primary School  
Middle Barton Primary School  
New Marston Primary School  
Rose Hill Primary School  
Sandhills Primary School  
Seven Fields Primary School  
Tower Hill Primary School  
Witney Community Primary School  
Windrush CofE Primary School  
Wolvercote Primary School

## PRIMARY SCHOOLS

Barton Park Primary School  
Bayards Hill Primary School  
Beckley CofE Primary School  
Charlbury Primary School  
Cutteslowe Primary School  
Edith Moorhouse Primary School  
Edward Field Primary School  
Garsington CofE Primary School

## ALTERNATIVE PROVISION

Meadowbrook College

## TEACHER TRAINING

OTT SCITT

## TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



# JOB DESCRIPTION

**Title of Post:**

Teacher of Art

**Contract Terms:**

Part time/Permanent

**Grade:**

MPS-UPS

**Accountable to:**

Head of Faculty

**LINE OF RESPONSIBILITY**

The teacher is directly responsible to the Head of Faculty on curriculum matters and the Head of Year for pastoral issues.

**JOB PURPOSE:**

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document. Teachers shall maintain a good understanding of the whole school curriculum, assessment and pastoral policies.

**MAIN RESPONSIBILITIES:**

Teaching:

- Plan work in accordance with departmental schemes of work and national curriculum programmes of study
- Take account of students' prior levels of attainment and use them to set future targets.
- Set work when required for absent students
- Maintain good discipline by following the school's disciplinary policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities.

- Maintain excellent classroom management with due regards to health and safety policies.
- Set appropriate and challenging work for all students
- Ensure effective setting of homework and ensuring comprehensive feedback to students
- Identify and work appropriately with 'special educational' needs students and 'academically more able' students.

**Assessment, recording and reporting:**

- Keep appropriate records of students work
- Mark and return work set, including homework within an agreed and reasonable time.
- Use the school's marking scheme at all times
- Carry out assessment programmes, as agreed by school, faculty or department.
- Complete records of achievement in line with school policy. Attend parents evenings as required and keep parents informed about their child's performance and future targets.



### **Pastoral work:**

- Ensure the safeguarding of children at the school in line with the school's safeguarding policy.
- Undertake responsibility for a form group
- Monitor and set targets for the social and academic progress of all students in the form.
- Endeavour to build up a good relationship with the students in the form, so that they will look to the teacher for support and advice.
- Command high standards of student behaviour and conduct at all times and support the school in its application related policies.
- Report issues of concern to the appropriate senior staff.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

### **General Responsibilities**

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- Such other duties as directed by the head of faculty and/or head of school.

# PERSON SPECIFICATION

## Qualifications & Training

- UK recognised Qualified Teacher Status
- Current DBS
- Evidence of participation in professional learning
- Excellent classroom behaviour management

## Skills and Knowledge

- Excellent subject knowledge
- Proven record of raising achievement
- Experience of working with children with SEND
- Excellent interpersonal skills
- Ability to support parents and carers to improve outcomes for their children
- Appropriate ICT skills to support learning
- Good organisational and time management skills
- Proactive in approaching the resolution of problems
- For ECTs - Ability to support a subject leader in order to develop your own capacity to lead a subject in the future
- Teachers with more than one year's experience - Experience of successful coordination of a curriculum subject area

## Safeguarding

- Understanding of current statutory processes, procedures and associated documentation.

## Personal attributes

- Ability to be flexible
- Resilience
- Aspirational

## Safeguarding Statement

*Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. 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. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.*





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[www.cheneyschool.org](http://www.cheneyschool.org)