



Candidate Information Pack
Head of Art

April 2026

Appointment for September 2026

Permanent -Full Time, Outer London Pay Scale (M1-UPS3) + TLR2A+
£2,000 R&R for the right candidate.

Closing date: 25th May 2026

For further details and an application form, [click here](#).

An early application is advised, as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite you to contact us to book a time to visit.

Thank you for your interest in working at Park High School.

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

Introduction

Are you an ambitious Art specialist ready to take the next step in your career? This is an exciting opportunity for an experienced educator with a proven track record in teaching Art and curriculum development, whose flair for the subject is matched by a drive to shape the strategic direction of the department and deliver outstanding outcomes for students.

As Head of Department, you will play a pivotal role in leading, developing, and supporting a talented team, ensuring the highest standards of teaching and learning across all key stages. If you are passionate about Art education and ready to make a significant impact, we would love to hear from you.

We can offer:

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



Head of Art Job Description

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

Responsible to: Senior Leadership Team

Responsible for: Professional leadership and management of all designated classes in Art

Job Purpose:

- Actively supporting the vision and values of Park High School, the Head of Department (Art) will provide effective leadership and management of the Art department. The post holder is responsible for securing high-quality teaching and learning, effective use of resources, and sustained improvement in student outcomes across all key stages, ensuring that all students are supported to achieve their full potential.
- The Head of Department will lead the strategic development of Art, promote its value within the school community, and ensure consistency and coherence in curriculum design, assessment and pedagogy.



Specific Responsibilities

Strategic direction and development of the Art Department

- To provide effective leadership and management of the Art department, ensuring clarity of vision, high expectations and a shared commitment to excellence.
- To have a passion for Art which enthuses and motivates staff and students, highlighting the subject's contribution to students' academic, cultural and personal development.
- To lead the strategic planning, implementation and review of the Department Development Plan, ensuring alignment with the School Development Plan.
- To review the curriculum annually to ensure it is rigorous, ambitious and reflective of best practice and recent developments in the subject, and that it enables students to engage with a broad range of art, craft and design experiences, including making, designing, and working in different media and formats.
- To involve all department staff in departmental self-evaluation and improvement planning, establishing clear targets, success criteria and review processes.
- To use assessment, progress and attainment data to identify underachievement, evaluate the impact of interventions and inform future planning.
- To analyse and interpret national, local and school data, alongside research and inspection evidence, to inform departmental policies, practices and priorities.
- To raise the profile of Art within the school and the wider community through curricular, extra-curricular and enrichment opportunities, including outreach activities.

Teaching and Learning

- To plan and deliver well-structured, adaptive and inclusive lessons that meet the needs of all learners, including disadvantaged students, high prior attainers, and those with SEND.
- To model consistently high-quality classroom practice and set expectations for excellent teaching and learning across the department.
- To lead the development, implementation and regular review of schemes of learning to ensure curriculum progression and coherence for all learners, including disadvantaged students, those with SEND and those with high prior attainment.



- To ensure curriculum coverage, continuity and progression in the subjects within the department for all students, including the more able and those with special educational or linguistic needs.
- To establish, implement and ensure consistent assessment, marking and feedback policies and practices that enable accurate recording and reporting of student achievement, recognise progress, and support students in setting clear and achievable targets for further improvement.
- To oversee the planning and implementation of internal assessments and examinations, ensuring alignment with specifications and consistent marking practices.
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the department.
- To promote literacy, numeracy and the effective use of technology within Art.
- To monitor and evaluate the quality of teaching and learning through lesson visits, work scrutiny, student voice and data analysis, taking action to secure improvement where required.
- To support staff to reflect on practice and develop subject pedagogy through coaching and professional dialogue.
- To provide regular feedback to the SLT link to help the school evaluate its practice. To assist the SLT link in the regular review of the standards of leadership, teaching and learning in the subject area.
- Ensure equality of opportunity is embedded within curriculum planning, teaching and assessment.

Leading and Managing Staff:

- Establish clear expectations and constructive professional relationships within the department, promoting collaboration, mutual support and shared accountability.
- Deploy staff effectively to maximise strengths and meet the needs of all learners.
- Lead the induction and mentoring of Early Career Teachers and new staff within the department.
- Act as a Performance Development reviewer and/or mentor as required, supporting professional growth and holding staff to account.
- Promote the sharing of effective practice and support staff in accessing high-quality professional development opportunities.
- Work collaboratively with colleagues across the school, including SENDCo and pastoral leaders, to support students with additional needs.
- Ensure that the headteacher, SLT members and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

- To manage, monitor and review the contribution and impact of Departmental Support Staff, including Technicians where appropriate.

Efficient and effective deployment of staff and resources:

- To ensure the effective use, organisation and maintenance of departmental resources and accommodation.
- Oversee the development and effective use of digital resources within the department.
- Promote a safe, orderly and engaging learning environment, ensuring health and safety requirements are met at all times.
- Engage actively in the Performance Development process and demonstrate a commitment to continuous professional development.
- Support the professional learning of others and contribute to whole-school CPD initiatives.
- Play a full part in the life of the school, supporting its ethos, values and enrichment activities.

Safeguarding:

- Be fully aware of and comply with the school's Safeguarding and Child Protection policies.
- Actively promote the welfare and safety of children and young people and ensure safeguarding responsibilities are embedded within departmental practice.

Communication, Marketing and Liaison

- Communicate effectively with parents and carers as appropriate.
- Liaise constructively with colleagues, external agencies and partner schools to support curriculum development and student outcomes.
- Contribute to marketing and liaison activities such as Open Evenings, Parents' Evenings and transition events.

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the discretion of the Headteacher.

Person Specification

We will be looking for the following:

Qualifications:

Application Form, Interview, References, Proof of Qualifications

- Qualified teacher status.
- Appropriate degree or equivalent qualifications in Art or a related subject.

Experience

Application Form, Interview, References

- Successful experience as a teacher of Art, achieving high standards for a wide range of students.
- Experience of leading or contributing to subject improvement and raising achievement.
- Experience of curriculum planning, assessment and evaluation at department level.
- Experience of supporting the professional development of colleagues.

Skills and Ability

Application Form, Interview, References

- Excellent classroom practitioner with strong subject knowledge.
- Ability to inspire, support, challenge and motivate staff and students.
- Ability to use data effectively to monitor progress, identify trends and inform intervention.
- Strong organisational, communication and interpersonal skills.
- Ability to plan strategically and manage competing demands effectively.

Disposition/Attitude

Interview, Task, References

- High levels of initiative, integrity and professionalism.
- Commitment to teamwork, collaboration and continuous improvement.
- Creativity, flexibility and a willingness to innovate.

Commitment and Other Requirements

Application Form, Interview, References

- Commitment to equality, diversity and inclusion.
- Satisfactory Enhanced DBS disclosure.
- Suitability to work in an environment where safeguarding and promoting the welfare of children is paramount.
- Excellent attendance, punctuality and reliability.

Curriculum, Staffing and Resources

The Art Department at Park High School is seeking an ambitious and inspirational Head of Department to lead Art across all key stages. The department plays a central role in the creative life of the school offering both Art and Photography, with strong uptake at GCSE and a highly successful A-level provision forming a vital part of our sixth form offer.

Art is delivered through a coherent, well-sequenced curriculum from Key Stage 3 to Key Stage 5, including linear A-level courses over two years with rigorous internal assessment at the end of Year 12. The department is staffed by four specialist teachers, all working in dedicated teaching spaces within the Sixth Form building, providing an excellent environment for collaboration, creativity and high-quality outcomes.

Departmental priorities include the use of evidence-informed pedagogy, a renewed focus on literacy and oracy, and ensuring that all lessons offer appropriate challenge so that all students can fulfil their potential. We believe that every teacher is a teacher of literacy and place great importance on reading, writing, subject-specific vocabulary, speaking, listening and debate as foundations of outstanding teaching and learning.

The Art curriculum prepares students not only for further and higher education but also for the wider world, fostering creativity, cultural awareness and critical thinking. We encourage students to engage meaningfully with artists, contexts and ideas, applying their artistic knowledge and skills to themselves and the world around them. The successful candidate will bring strong subject expertise, clear vision and the leadership skills required to drive excellence in Art across the school.



History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany, and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters which were built now reside under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent, more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

Chandos Girls School and Chandos Boys School continued to co-exist and provide education until 1974 when they were amalgamated and became Park High School.

In 2007 we welcomed our first sixth formers in a Harrow schools' response to the movement of post 16 young people out of Harrow.

In 2010, our first cohort of Year 7 students arrived, as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

We have partnered with Challenge Partners, a national network of schools and trusts committed to reducing educational inequality. In particular, we work closely with the Chrysalis Hub, who provide us with training and bespoke programmes to support whole school improvement.-school improvement.

We have been awarded three prestigious Areas of Excellence in SEND, CEIAG, and CPD, and were judged to be Leading in all areas in our most recent Quality Assurance Review. These accolades highlight our dedication to providing an inclusive, aspirational, and forward thinking education for every student.-thinking education for every student.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.



Values and Ethos

Our Vision

To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.

Our Ethos

Investing in each other to be the very best we can be.

Our Character Virtues

Resilience: *“The ability to recover quickly from struggles and setbacks.”*

Integrity: *“The ability of having and following strong moral principles.”*

Curiosity: *“The ability to be eager to know or to learn something new.”*

Teamwork: *“The ability to work with others effectively and efficiently.”*

Compassion: *“The ability to show care and concern for others.”*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

School Priorities

Adaptive teaching: *Every teacher is an expert in their subject. All planning must be underpinned by adaptive teaching and learning strategies to meet the needs of every student.*

An inclusive school: *All staff are precise in the identification and removal of barriers to learning for individual students.*

Intentional and precise leadership at all levels: *Leaders at all levels are responsible for driving school improvement. They are accountable for empowering those they lead and the outcomes for students.*

“Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school’s ‘character virtues’ of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do.”

Ofsted 2024

Investing in each other to be the very best we can be.

The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching.

A key part of The Park Way are The 5 Cs:

Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through **creative** teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to **check** for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

Communication

- Ensure that students' literacy is addressed, whether in written **communication** or developing their oracy.

Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

Character

- Promote the Park High **Character** virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



"The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful."

Challenge Partners 2024



Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work.

We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme.
- Staff well-being and counselling service
- Annual Staff Voice
- Staff social committee

Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our in-house offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."
Challenge Partners 2024

Staff development is highly regarded, and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualITeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.



Safeguarding

"Pupils are kept safe. They can identify trusted adults and know who to go to for help if they need it."

Ofsted 2024

The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

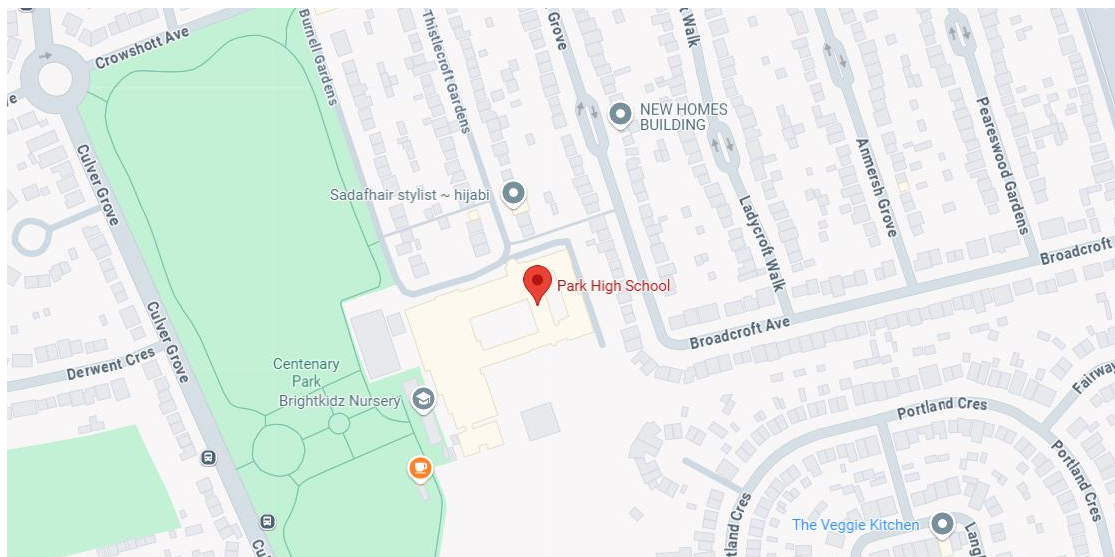
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.



Investing in each other to be the very best we can be.

Getting Here



By Car

There is no visitor parking on site. You can park on the surrounding roads but please be mindful of our neighbours. We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from 8.15am to 9.15am and 2.30pm to 3.30pm.

By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20-minute walk to the school (or take the No. 79 bus towards Alperton).

By Bus

79 bus to Honeypot Lane (Wigton Gardens)
324 bus (Hail & Ride) to Culver Grove
114 bus to Streatfield Road (Kenmore Road)
186 bus to Wemborough Road (Abercorn Road)
All followed by a 5-minute walk.

Headteacher: Mrs Colette O'Dwyer

Park High School

Thistlecroft Gardens, Stanmore, Middlesex HA7 1PL

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Facebook: [@ParkHighStanmoreOfficial](https://www.facebook.com/ParkHighStanmoreOfficial)

LinkedIn: [Park High School](https://www.linkedin.com/company/Park-High-School)

