



MEDEN SCHOOL
A TORCH ACADEMY

Job Application Pack

Lead Teacher of Art

MPS/UPS with a negotiable TLR dependent on experience

Start date: Easter or September 2015

Closing Date: Wednesday 4th February 2015



Letter from the Head of School

Dear Candidate

Thank you for expressing an interest in a vacancy here. On behalf of the whole Meden School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Meden work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

We know that Meden School can be even better. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

Janet Brashaw
Head of School



Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to Meden School and the tremendous opportunities this school offers the young people of Warsop.

Our Trust started partnership work with Meden in 2010. Meden has experienced challenges in recent times and we were invited to lead the long-term transformation of the school.

Working in partnership with the local governing body, we have raised aspirations and improved outcomes for the students we serve.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Meden School, and we look forward to receiving your application.

John Tomasevic

CEO of the Torch Academy Gateway Trust



Application Details

Thank you for your interest in the Lead Teacher of Art vacancy at Meden School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mrs. Brashaw, which clearly demonstrates your suitability for this role. Applications can be submitted via email to jjewsbury@medenschool.co.uk or by post, for the attention of Mrs. Brashaw, to the following address:

Meden School
Burns Lane
Warsop
Notts
NG20 0QN

Application forms

These can be downloaded from the school website www.medenschool.co.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by 9 a.m. on the closing date of Wednesday 04 February 2015.

Interview:

Interviews for the role will be held on a date to be confirmed. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Meden School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.



Job Description – Lead Teacher

Reports to: Performance Director, Senior Leadership Team and Head of School

Key purpose of the job

To provide assistance in the leadership and management of the department.

In addition to the requirements of a class teacher, areas of responsibility and key tasks include supporting the Performance Director in the following areas:

Strategic direction and development of the department

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils
- Develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes
- Chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

Teaching and learning

- Use your own class as an example of high quality teaching and learning in the subject;
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- Evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Develop effective links with the local community including parents, business and industry;

- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises;
- Assist in the efficient organisation of internal assessments ensuring that assessments are started, changed and finished in accordance with the schools assessment policy;
- Ensure that entries for all external examinations are submitted to the examinations officer by specified deadlines.

Leading and managing staff

- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- Ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

Effective deployment of resources

- Support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- Support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- Help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- Take on any additional responsibilities, which might from time to time be determined.

Requirements of a classroom teacher

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework

- To mark pupil's work and give appropriate and constructive feedback
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

Responsibilities of a form tutor

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

Performance Management responsibilities

- All members of staff are required to participate fully in the school's performance management system.

Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.

Person Specification: Performance Director

Factors	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (PGCE or equivalent qualification) • Good Honours degree (First or Second Class) 	<ul style="list-style-type: none"> • Higher professional qualification.
Experience	<ul style="list-style-type: none"> • Successful experience of teaching in the subject across the full age range of a secondary school • Experience of teaching a wide range of abilities • Proven record as a teacher whose pupils reach high standards of learning and achievement. 	<ul style="list-style-type: none"> • Current/recent responsibility post within a department • Experience of pastoral/tutor role
Skills/ Knowledge	<ul style="list-style-type: none"> • Excellent teaching skills, including effective communication skills, ability to motivate students and staff and the capacity to create good learning environments. • A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils. • Knowledge of current issues and recent developments in the curriculum area. • Capacity to use ICT as integral part of teaching. • Knowledge and understanding of the value added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team. • Ability to prioritise, plan and organise. • Secure commitment to a clear aim and direction for the subject • Understanding of safeguarding and promoting of welfare of children issues. • Understanding of equal opportunities issues and their application to work. 	<ul style="list-style-type: none"> • Understanding of particular needs of pupils with SEN • Awareness of factors affecting language and learning across the curriculum • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm for the subject • Ability to use own initiative • A commitment to the vision of the school • A commitment to inclusive education. • Ability to form good working relationships with pupils and staff • High standards and expectations • Ability to use pupil assessment data to raise standards • Outstanding communication skills • Reliability and integrity • A commitment to safeguarding and promoting the welfare of young people 	<ul style="list-style-type: none"> • A willingness to contribute to extra-curricular activities • A vision for the development of the department. • A commitment to personal and professional development.



Department Information

In the Art Department at Meden we aim for excellence in the visual arts and hope to produce well informed and confident artists by providing students with a stimulating environment and a broad and varied curriculum. We expect all students to do their best as they explore, develop and refine new skills and there is a strong emphasis on all students to take ownership of their learning and achievement. Students are given the opportunity to express themselves creatively through independent learning, practical application and reflection.

At KS3 students develop skills in observational drawing, printmaking, painting and sculpture, as well as analysing and research both contemporary and traditional artists. Students build core skills through colour theory, mark making, composition and making, whilst exploring themes such as portraiture, Pop Art, natural forms and insects, gargoyles and landscapes.

Students can choose to continue with Art at KS4 and KS5 and we currently follow the Edexcel syllabus.

At KS4 students extend skills formed in KS3 with the introduction of photography and digital based media. There is an emphasis on recording, developing, refining and presenting. Students gain an understanding of the course structure and how to use a sketchbook effectively in Year 9, then go on to explore more personal avenues in Year 10. In year 11 students refine their coursework before preparing for the Externally Set Assignment.

At KS5 students are encouraged to be independent artists and are given the opportunity to really develop their own personal style. Students receive much more individually tailored lessons. The Art Department hold an annual exhibition to showcase the student's achievements and we have a strong profile in the school by displaying work outside of the Department. Extension activities and workshops are provided for the gifted and talented students. In 2014 this included a printmaking workshop at the National Mining Museum in Wakefield. We also organise annual trips to galleries.

Each art classroom is well equipped with projectors and we have a Meden Pinterest account to encourage students to explore the modern world of technology and how it can be used to support the arts.



Overview of the Trust

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

Overview of the School

Meden School is situated in Market Warsop, Nottinghamshire. The school delivers an 11-18 curriculum and has around 900 pupils on roll.

Meden School was placed in 'special measures' in March 2011 and in response to this the Torch Academy Gateway Trust was invited to sponsor the school. In May 2014 Ofsted rated the school as 'good' and we now seek to consolidate this position and to work towards 'outstanding'.

Since the Trust began working at Meden School, results have significantly improved and the school was placed in the top 10 most improved schools nationally in 2012. Meden School is now well placed to begin the next phase of its journey to becoming an outstanding school.

Achievement

Meden School's primary focus over the last four years has been to raise achievement and aspiration. In 2010, only 32% of pupils achieved 5+ A*-C including English and Mathematics.

In 2014, 59% of pupils achieved 5+ A*-C including English and Maths calculated on the new, more challenging, performance measures. This is compared to 59% on the old performance measures in 2013. In securing consistent good attainment, Meden School has managed to buck the national trend. In addition, staffing in the core subjects has been strengthened. There is a strong focus on ensuring students secure 5+ A*-C including core subjects. Meden School is well placed to meet new challenges as it moves forward.



Staffing and Leadership

Significant staffing changes have been made at Meden School since 2011. Meden School has a young staff profile and all appointments have been made with a clear focus on raising achievement.

The Senior Leadership Team is experienced and pro-active. The team has been critical in raising achievement and developing an ethos of aspiration amongst students and staff.

The school day begins at 8.30am, lessons are 50 minutes long with a morning break and a 40 minute lunch at 12.55pm. The school day ends with a 15 minute tutorial from 3:15pm to 3:30pm.

Pastoral Structure

Meden School uses a 'House' based pastoral system, which combines horizontal tutor sets with vertical socialisation opportunities. The benefits of focused year based intervention, combined with the sense of belonging and community afforded by a 'House' system, has proved very successful at Meden School.

Location and Site

Market Warsop is a small town on the outskirts of Mansfield, Nottinghamshire. Situated on the north Nottinghamshire coal field, Market Warsop has reinvented itself as a commuter suburb since the local mine closed.

Meden School is situated on a large site at the edge of Market Warsop. The school benefits from extensive buildings and grounds, and a programme of renovation has resulted in significant improvements to the building stock and teaching areas. The school has access to excellent sporting facilities.

Governance

Meden School has an active and engaged group of Governors who's strong loyalty to the school and a good understanding of the local community have helped to shape and support the work of Meden School in raising achievement and aspirations. The Torch Academy Gateway Trust Directors continue to take a strong interest in Meden School, providing support and advice as necessary.

Extra-Curricular



Meden School runs a wide range of extra-curricular course, trips and enrichment activities.

Securing Success

Our vision is to build capacity for sustained improvement. There are a number of short-term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.