



Head of Art Recruitment Information

Employment Status

Full Time

Required From

September 2020

Job Location

Senior School

Application Closing Date

Thursday 16 January 2020

Interviews

W/C Monday 20 January 2020



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, has provided an exciting opportunity for development across both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China. The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



THE DEPARTMENT

Art at St Dunstan's is staffed by a team of three enthusiastic, well-qualified and committed specialist teachers, who enjoy working with motivated, ambitious, and highly creative students. The Art Department is supported by a full-time Art Technician and is positioned within three dedicated and well-equipped rooms, each of which is fitted with an interactive whiteboard and networked computer. Recent acquisitions have included software to aid with graphic design and a kiln to support clay and sculpture work.

Art is an intrinsic part of the curriculum, being compulsory for all students throughout Key Stage 3, where classes are small, and it is offered as both a GCSE and an A Level option. The Department currently follows the Edexcel specification 2AD01 for GCSE and Edexcel 9AD0 at A Level. In 2019 students taking Art GCSE achieved 65% 9-7 and A Level students achieved 100% A* - B. There is a strong track record of high achievement at the College. Unsurprisingly, Art is a popular subject with healthy cohort sizes at GCSE and A Level, and students routinely progress onto Foundation or other courses in Higher Education.

The College supports an Art Scholarship scheme and every year welcomes candidates from both our own Junior School and from other schools who wish to become an Art Scholar at the College. The new Head of Art will not directly line manage the co-ordinator of Art in the Junior School, but a close working relationship is expected and encouraged, in order to realise exciting opportunities for curricular and co-curricular development across the College.

Our annual Art exhibition for GCSE and A Level work forms part of our College-wide annual Festival, a proud celebration of the creative arts, that takes place at the end of the academic year. The Department also hosts other events in the Festival, including the now much awaited student Fashion Show! Opportunities for progressive collaboration with the wider creative life of the College (Musically, Dramatically, and otherwise) are routine and exciting.

A rich co-curricular programme is run by the Department, with an extensive programme of gallery visits, including trips further afield, life-drawing and a range of lunchtime clubs and activities.

THE ROLE

Application is warmly welcomed from candidates who can clearly articulate and deliver an exciting vision for the place of Art in a forward thinking and ambitious school which is not afraid to do things differently. Applicants should relish the opportunity to build on strengths in our curricular and co-curricular provision for Art, including having real experience of enacting change.

The successful candidate will be an excellent classroom practitioner, whether or not they have previous experience of subject or department leadership. They will be keen to teach across the age range from Year 7 to Year 13, and will be capable of modelling and developing excellence in their team. They will be collaborative and a team player in terms of the Department and the College, will be clear in their expectations and vision for the future, and will demonstrate abundant enthusiasm and energy for the subject, its teaching, and their plans for its future.

JOB DESCRIPTION

Responsible to: A member of the Senior Leadership Team

By example and by clear articulation of vision, to guide the work of all subject teachers within the Department and empower them to:

- Inspire a love of the subject in our students and encourage them to think beyond what is taught in the classroom; to become curious, motivated and independent learners.
- Assist and challenge our students to understand and fulfil their full ambitions in the subject.

In order to obtain this, the leader of an academic department should constantly:

- Strive to develop and better understand the subject and its ongoing development.
- Evaluate and implement the most effective teaching strategies in order to maximise subject learning.
- Guide and support new and more established teachers in their professional development and needs.
- Monitor the development of staff progress and performance.
- Monitor student progress through effective tracking systems and targeting strategies for improvement and enrichment.
- Market the subject effectively within and beyond the school.
- Enrich the subject provision within the school.

Meetings

- Meet annually with the Headmaster and Deputy Head (Academic) to discuss public examination results and strategies planned to improve them.
- Meet weekly with the Deputy Head (Academic) or Headmaster alongside fellow Heads of Department to share best practice and discuss departmental progress.
- Meet formally with the Department once a week and hold a recorded meeting discussing students, good classroom practice and operational business. Meeting notes are sent to the Deputy Head (Academic) and Headmaster.
- Meet as a Heads of Department group at least twice termly.

Monitoring

- Conduct work scrutiny on a half-termly basis and submit the work-scrutiny review to the Deputy Head (Academic) and Headmaster.
- Conduct weekly learning walks of the Department identifying good practice to share at Department meetings.
- Update and maintain all procedural documentation pertaining to the effective management of the department and in preparation for inspection.
- Coordinate Common Assessments across all year groups, including platform exams, benchmark exams and trial exams. Scrutinise academic data in order to track and promote

student progress.

- Be a part of the Student Tracking and Review System (STARS) analysis at each reporting period.
- Be active in pursuing any student whose work or behaviour is giving any subject teacher cause for concern.

Enrichment

- Ensure adequate co-curricular activities for the subject, including trips and visits, an academic society and associated clubs.
- Ensure opportunities for student enrichment and extension are readily available for students across all year groups.

Staff Development

- Ensure the appropriate provision and attendance of staff at both in-house and external professional development.

Subject Development

- Foster and supervise the development of the subject at all levels at which it is taught; work with subject teachers, as necessary, in developing guidelines, syllabuses and schemes of learning and assessment.

- Keep abreast of all relevant developments in external examinations and National Curriculum syllabuses; be fully attuned to new developments in the subject, in particular as to how they may affect the teaching and learning of it in the College.

Academic strategy

- To feed-in to whole school academic strategy decisions through the Heads of Department meetings and through the Senior Leadership Team, as required.

Marketing

- Prepare for Open Day events and, as a marketable asset of the school, ensure displays are current, innovative and kept tidy.
- Market your subject as appropriate at various College events.

Planning

- Use the College Development Plan to generate annual development plan targets and priorities for the department.
- Use the development plan to apply prudent financial planning for submission to the Bursar.

COMPETENCIES OF A MIDDLE LEADER AT ST DUNSTAN'S COLLEGE

All middle leaders at St Dunstan's should demonstrate engagement with fulfilling the following professional expectations:

- positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development
- able to identify, model and promote excellence in the fulfilment of the PETALs and PEPCs within the College
- able to improve pupil achievement by working effectively with teachers and educational data
- robust in monitoring and responding to rates of progress across groups of pupils with varying specific educational needs
- able to formulate a clear vision for my area/s of College life, through effective development planning
- able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas
- an effective and fair delegator
- able to manage and defuse difficult situations
- able to think strategically by recognising strengths and weaknesses in school structures and processes
- able to manage those above and below me effectively to turn ideas into actions
- able to explain and present decisions and ideas clearly and articulately
- able to address issues of underperformance honestly, robustly and sensitively

COMPETENCIES OF A TEACHER AT ST DUNSTAN'S COLLEGE

Principles of Excellent Teaching and Learning (PETALs)

Teachers at the College deliver lessons that demonstrate:

1. **Planning** - I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them.
2. **Engagement** - In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis)understand, and why, and not just to complete tasks or activities.
3. **Teaching** - I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate.
4. **Assessment** - Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly.
5. **Learning** - Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors.

Principles of Excellent Pastoral Care (PEPCs)

All teachers at St Dunstan's should be striving for excellence within the expectations as set out by the Principles of Excellent Pastoral Care (PEPCs):

- **Fair** - I ensure pupils are treated in a consistent, reasonable and fair manner
- **Proactive** - I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening.
- **Involved** - I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues.
- **Responsive** - I react quickly to pastoral concerns, informing the relevant pastoral lead as appropriate, and provide the immediate attention that a pupil may need to feel reassured.
- **Consistent** - I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations.
- **Knowledgeable** - I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner.
- **Inclusion and enrichment** - I am mindful of pupils' individual needs (SEND, medical, pastoral, EAL, more able) and respond to those, in line with relevant priority strategies.

Organisational Values

All teachers should demonstrate engagement with fulfilling the following values of the organisation:

Compassion, Curiosity, Courage, Creativity and Confidence.

Personal and Professional Attributes

The following professional attributes are expected from all staff:

Courtesy, consistency, discretion, professional stamina, resilience, enthusiasm, flexibility, initiative, sound judgement, patience, integrity and honesty, self-awareness.





PERSON SPECIFICATIONS

The following Experience and Skills are Essential/Desirable

| | Essential | Desirable |
|---|-----------|-----------|
| A good degree in Art, or a closely related discipline. | X | |
| Further education in Art, a related discipline, or in Education. | | X |
| Experience of teaching Art through KS3-5. | X | |
| A teaching qualification. | | X |
| A track record of improving student achievement. | X | |
| Experience of motivating and coaching other teachers to improve their practice. | | X |
| A passion for Art, and a high level of subject knowledge. | X | |
| Relevant examiner experience. | | X |

THE PACKAGE

Salary: Competitive

Pension: Teachers' Pension Scheme (TPA)

Benefits: Tuition fee remission (which is means tested and capped) and no registration fee*
Health Cash Plan*
Free lunch and beverages during term time
Staff Accommodation (subject to availability)
Free off road parking
Reduced health club membership
Salary Sacrifice Schemes
Season Ticket Loan
Free winter and summer social events
Annual flu immunisation
Use of College leisure facilities including gym, tennis courts and pool*
Private Health Care Insurance (50% paid by employer)

** Conditions apply*

