JOB DESCRIPTION

Job Description: Subject Leader – Art	Reporting To: Member of SLT

Job Purpose: Responsibility for the development, quality assurance and deployment of staff to deliver the subject based (curriculum) elements of the programme.

Key Responsibilities

General:

Actively supporting the vision and values of Driffield School and Sixth Form, the post holder will provide professional leadership and management for art and photography, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.

Specific:

Strategic Direction and Development of Art and Photography

- Develop and implement policies and practices for art and photography which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
- Lead the department to establish a clear, shared understanding of the importance of high quality teaching of art and photography that engages students and enables them to achieve stretching goals
- Analyse data, ensuring effective progressive plans are in place for individual and groups of students
- Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

Teaching and Learning

- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- Ensure teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively
- Ensure teaching and learning in art and photography is of a consistently high standard and that best practice is shared across the department
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs
- Evaluate the teaching of art and photography in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Ensure teachers of art and photography are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens

- Ensure teachers of art and photography adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Leading and Managing Staff

- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
- Support Personal Development Reviews of staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
- Lead the professional development of staff - including non-specialists - through example and support
- Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
- Work directly with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- Ensure that the Executive Principal, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans via the SLT link
- Assist the Executive Principal and other senior leaders in appointment processes.
- Work collaboratively with others, valuing diversity, utilising strengths and aspiring to achieve stretching objectives as a team, recognising the input of others
- Establish staff and resource needs for the subject and advise senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes
- Lead the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Utilise accommodation to create an effective and stimulating environment for the teaching and learning of art and photography
- Ensure there is a safe working and learning environment in which risks are properly assessed

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:
- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Head of School, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities
Competencies and Behaviours

Competency	We do this by
Trust	- Being reliable, consistent, credible, honest, humble, courageous and kind. - Managing emotions and helping others to manage their emotions. - Keeping promises and doing what you say you will do - Having a genuine interest in others
Wisdom	- Developing knowledge and real expertise, then sharing knowledge - Learning from mistakes and failures and admitting when we are wrong - Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. - Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	- Being kind, humble and authentic - Leading with compassion and care, listening and seeing beyond the job role to the person - Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	- Doing what is right, rather than what is popular or easy. - Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. - Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. - Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	- Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour - Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. - Removing barriers and blockers to enable others to do their jobs well - Leaving our egos at the door and putting ourselves in the service of others. - Channel ambition into our schools, not ourselves, and developing our successors
Courage	- Looking in the mirror when something goes wrong. - Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. - Give the whole truth, the back-story and the why.
Optimism	- Believing in our own ability, and the ability of others, to do what is right to change the world for the better. - Calling out negativity and cynicism - Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	- Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. - Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. - Believing in the potential of others; helping them be the best they can be. - Quickly taking in new information and translating that into recommendations, decisions, plans and projects.