

**Teacher of Art and Textiles  
CPS  
Temporary contract for maternity cover**



**The Swinton High School  
a High Performing Specialist School  
for the Arts**

**Likely Start date 2<sup>nd</sup> November 2009**

**Pack Prepared June 2009**

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## **SECTION 1**

### **The Swinton High School**

A High Performing Specialist School for the Arts.

#### **Context**

Swinton is situated on the outskirts of Salford, bordering Bolton, Bury and Trafford. It is well served by the motorway networks, M6, M60 and M62 giving access to the surrounding countryside of Cheshire, Lancashire, The Lake District and Derbyshire national parks. The school is within easy reach of the rail network into Manchester City Centre. Swinton rail station is two minutes' walk from the school and serves the Southport, Wigan, Bolton, Manchester line. The regeneration of Manchester city centre, Salford Quays and the Trafford Centre gives a wide diversity of theatres, clubs, cinemas, restaurant and shopping opportunities.

The Swinton High School, an 11-16 comprehensive is one of 14 high schools in the Salford Local Authority.

#### **Accommodation**

The school came into existence in September 1988 when Wardley High School and Pendlebury High School merged to form a single 11-16 comprehensive school on one site, located half a mile from the Swinton town centre. Whilst the buildings vary considerably in age and appearance, internal refurbishment of existing facilities has provided a generally pleasant working environment. A new maths suite, refurbished science labs, an ICT resource area comprising 5 computer rooms together with a further two elsewhere, a new design technology block and refurbished art and library facilities have improved the teaching environment. In the last five years all seven science laboratories have been completely refurbished in a refurbishment programme costing well over £500,000. Improvements to the school environment have been substantial over the last few years and are continuing. We regard the environment as an important factor in encouraging students to learn and every effort is made to maintain high standards.

#### **ICT**

We have recently completed a £500,000 investment programme in ICT which will give every pupil access to a tablet PC every day. Every teacher currently has their own laptop computer and all staff who wish to have an interactive whiteboard in their classrooms do so.

#### **Students**

We have an 8 form entry and the Standard Admission Number is 210. The school is popular with a rising roll, which attracts pupils across the full ability range, and has at present 1000 children between the ages of 11 and 16 years on its roll. Our pupils are drawn mainly from the Swinton, Clifton, Pendlebury and Wardley areas of Salford. At present 29% of our pupils are eligible for Free School Meals; there are 10 students with statements of special educational need.

### **Pastoral Organisation**

We believe that the success of our pupils is founded on high expectations, on good teaching and a solid partnership between school and home. The pastoral system underpins the ethos of the school. It is based on the Year Group principle led by a Pupil Progress Co-ordinator (a qualified teacher) with a full time year manager in assistance. The Pupil Progress Co-ordinator reports to the line manager Assistant or Deputy Head-teacher. All staff are committed to this pastoral ethos, both as a form tutor and in their working relationship with the pupils. All staff are expected to support the maintenance of high standards of behaviour, discipline, appearance and uniform, upon which the school places a high priority. The school places emphasis on personal, social and health education. There is a Student Forum with representatives from each year group, including the Head Boy, Head Girl and a senior member of staff. This meets to discuss issues raised by pupils at form and year level. There is a planned form tutor programme, organised by the Pupil Progress Co-ordinator.

Each pastoral team rotates on a five year cycle staying with their year group of some 200 pupils.

### **Academic Organisation**

The school has a staffing complement of some 116 full and part-time members, including teachers, support assistants, site, secretarial and administrative/reprographic staff, technicians and midday supervisors. The academic structure of the school is based on a system of eight Faculty Leaders each led by a Director of Learning (Communications, Mathematics, Science, ICT, Creative Design and Technology, Performing Arts, Humanities and Special Educational Needs), reporting to their respective Deputy Head or Assistant Head Line Manager. We fully implemented a teaching and support staff restructuring following the introduction of Teaching and Learning Responsibilities (TLRs) in September 2006 and are now on our second restructuring which creates a core senior leadership team and an extended leadership team incorporating all Directors of Learning.

There are regular Curriculum, Pastoral, School Group Management and Senior Leadership Team Meetings. The school places high emphasis on staff development both for school improvement and personal professional development. There is a successful Induction programme for new staff, which has been praised by OFSTED. The school had a successful Ofsted inspection in May 2007 ("a good and rapidly improving school") and is recognised as a High Performing Specialist School by the DCSF, Specialist Schools and Academies Trust, staff, pupils, parents and the community.

The school provides a wide range of extra-curricular activities, which are well supported by students and staff. These provide opportunities for students to follow their interests and talents in drama, sport, music and dance. The school's musical activities have an excellent reputation and the Steel Pans have performed in a wide variety of locations.

Study Support is an emerging feature of the school. A Numeracy Summer School was held on site in July/August 2000, a Literacy Summer School in August 2001 and a Gifted and Talented Summer school every year for the past eight years. All have been extremely successful.

### **Community Links**

The school has developed outstanding links with the local community through community placements including local nurseries and old people's homes, Year 10 Work Experience and the local Education Business Partnership.

Termly concerts are a regular feature of the school calendar, which are well supported by staff, parents, governors and pupils.

All faculties have developed links with feeder Primary Schools and post 16 educational establishments. There is a senior member of staff responsible for transition between Key Stage 2 and Key Stage 3. This is an extremely successful programme recognised as such in our 2003 and 2007 Ofsted inspection reports. At Key Stage 4 the Careers Connexions Service gives guidance to all students. The school is a member of CAMPUS - The Campaign to Promote the University of Salford. In addition to this, local and national charities are well supported.

### **Future Developments**

As part of wave 3 of the Building Schools for the Future (BSF) programme The Swinton High School is expected to amalgamate with Moorside High School in a new school building in September 2012.

We became a specialist school for the arts in September 2004; the first performing arts school in Salford LA and we were invited by DCSF to become a High Performing Specialist School on redesignation in September 2008.

Our GCSE examination results have improved for the seventh successive year and we expect further progress in the coming years. Our 5 A\*-C grades have trebled in the last five years and more than doubled in the last two years. In summer 2008 we achieved 82% 5A\* - C grades and our pupils make outstanding progress. Raise Online consistently shows us to be in the 3<sup>rd</sup> or 2<sup>nd</sup> percentile.

The school has established a detailed development planning cycle aimed at fostering a shared determination to develop an already good school into a better school. Monitoring and Evaluation of teaching is incorporated into the school calendar. Performance Management is thriving. As an Excellence in Cities school there is development work being undertaken which fits in with existing work already being done to support pupil learning. This includes:

1. Able, Gifted and Talented pupils - to provide curricular enrichment activities for all years and a specific mentoring programme in Years 10 and 11. An evaluation of its impact on school achievement forms part of the examination review. In English, maths and science Able, Gifted and Talented pupils are taught in classes of 20 and an additional class has been created. Such pupils are given priority access to the banks of laptops situated in maths (90 laptops), English (60 laptops) and science (60 laptops).

2. Five year managers and a half time learning mentor to support learning for children by providing a complementary service to existing staff, external agencies working within the school and links with parents, with an aim to assist in improving attendance and academic attainment of targeted children. The Learning Mentor also provides post school study support.
3. The Key Stage 3 Learning Support Unit (LSU) aims to support pupils predominantly with emotional and/or behaviour difficulties who are at risk of exclusion and/or underachievement. The staff responsible for the Key Stage 3 work with children both in the LSU and in main-stream. This has been recognised as good practice in the authority by HMI November 2005 and by Excellence in the Cities (EiC) inspectors in July 2006.
4. Retreat - a unit which supports pupils who may need a 'cool down' period during the school day.
5. Retreat+ an effective alternative to fixed term exclusion where pupils have an on site personalised learning programme.
6. Nurture group – A supportive facility for those vulnerable pupils particularly in years 7 and 8.

The school is part of the Secondary Strategy and is currently developing teaching and learning strategies to improve Literacy, Numeracy, Science, thinking skills and ICT in Years 7-9. A full programme of staff INSET is integral to its success.

### **Culture**

Our school Motto 'Strive to Achieve' is the foundation on which the educational philosophy is built. We are seeking to establish a culture in which learning is pre-eminent, which is ultra professional and efficient, which is inclusive and participatory and which is prepared to undertake radical change in the pursuit of a quality education for our pupils. We aim for a culture of achievement, which is based on rewards, not punishment, which encourages individual growth, shares the common value of RESPECT and the concept of a 'common good'. We value our pupils' views and there is a thriving student forum.

## **SECTION 2**

### **The Post, Person Specification and Job Specification**

#### **The Post**

*Title:* *Teacher of Art and Textiles*  
*Salary:* *CPS*  
*Date of Appointment:* *2nd November 2009 (Temporary maternity cover contract)*

The school is continually striving for excellence. The Creative, Design and Technology faculty is a key contributor to external examination results and to providing an exciting extra curricular programme of activities. The post would suit either newly trained teachers or teachers of art and textiles seeking a stimulating, supportive working environment. The teacher appointed will be, or have the capacity to become an excellent practitioner, able to engage and challenge students to enable them to achieve their best.

#### **Function of the Post**

- To teach art and textiles at KS3 & KS4.
- To contribute to whole school development and extra curricular activities including school productions.

#### **Main tasks and responsibilities**

1. To teach high quality lessons at all times and maintain a stimulating learning environment.
2. To monitor, assess and record pupils' progress and performance in accordance with faculty and school policy.
3. To keep accurate and up to date records; in accordance with faculty and school policy.
4. To keep up-to-date with new developments and initiatives in the teaching of art and textiles.
5. To incorporate in promote the use of ICT in the teaching of art and textiles.
6. To attend school meetings directed by the Headteacher.
7. To attend Parents' Evenings.
8. To be a form tutor.
9. To actively promote equal opportunities and the school ethos of 'Strive to Achieve' and 'Respect'.
10. To deliver quality extra-curricular activities for the students.

### **The Faculty of Creative, Design and Technology**

The art and textile department is part of a wider faculty which includes PE, Design and Food Technology. Each subject has a subject leader and a full compliment of experienced staff – all of whom are very successful and supportive. The faculty is very well supported by three full time non teaching staff: one technician, one general cover assistant and one administrator.

There are five full time Design & Technology teachers and three full time teachers of art and textiles; a full time faculty based teaching assistant and a technician in the department. The team combines experience, expertise, creativity and enthusiasm. At present the department has three design workshops, a CAD/CAM suite and food technology suites.

The faculty is well resourced; the technology room has 20 PCs, low voltage benching and an interactive whiteboard and facilities for practical work. This room is on the first floor. On the ground floor there are 3 practical workshops and a control store area. All rooms have dust extraction. The school has recently completed a substantial ICT upgrade in the design technology block.

In addition, the department works in PIC Logicator, and also has Camm 1 and 2 machines and a medium sized CNC router machine.

The design and technology faculty has computers linked to the school's ICT server and internet.

### **Key Stage 3**

Pupils are set in two half year groups. The pupils spend two lessons per week in the department. The faculty has recently reviewed the carousel system.

### **Key Stage 4**

GCSE art and textiles (as separate subjects). These subjects are very popular. The majority of pupils achieve a GCSE grade and the faculty's results are outstanding, regularly exceeding Fischer Family Trust category D targets.

### **General**

The Creative Design and Technology faculty meets on a regular basis and members of staff are encouraged to attend courses for self-development. The school also provides in-service training on a regular basis.

The main responsibilities are shared between the Director of Learning and Assistant Director of Learning. All faculty members work as a team, totally committed to raising both expectations and achievement of pupils. Whilst any new members will have the opportunity to gain from this range of experience, the Faculty would hope to gain a creative and enthusiastic team player willing to meet challenges and help create a valuable learning opportunity for all pupils at The Swinton High School.

The faculty has a first class record of inducting and developing newly qualified teachers many of whom now hold posts of responsibility in The Swinton High School or elsewhere.

## JOB DESCRIPTION

|   |   |
|---|---|
| <b>SCHOOL:</b>  | <b>The Swinton High School</b>                |
| <b>JOB DETAILS:</b>   |   |
| <b>Job Title:</b>   | <b>Teacher of Art and Textiles</b>            |
| <b>Grade:</b>   | CPS   |
| <b>Directly responsible to:</b>   | Head of Art and Textiles                      |
| <b>Directly responsible for:</b>  |   |
| <b>Hours of Duty:</b>   | In accordance with teachers' pay & conditions |
| <b>Primary purpose of the job:</b> To ensure the highest possible standards are achieved in the Art Department. |   |
|   |   |

| <b>Main Duties and Responsibilities/Accountabilities:</b> |  |
|---|--|
| 1.  | To carry out the standard duties and responsibilities of any teacher in The Swinton High School  |
| 2.  | As delegated by the Head of Faculty to lead on all aspects of Art which will involve the development of the teaching and learning resources that have been started within the faculty and to build upon this. The QCA Scheme of work provides the framework upon which colleagues base their lessons and the aim is to have a better guide to the resources and materials available and appropriate for the various teaching groups. |
| 3.  | Monitoring: This is an important aspect of ensuring that the faculty works with cohesion and in harmony. Informal and formal monitoring contribute to these tasks which involve looking at lesson planners, lesson observations, scrutiny of pupils' work and teachers' files, before producing reports to inform the Assistant Headteacher (Performing Arts Director).  |
| 4.  | To teach high quality lessons at all times and maintain a stimulating learning environment.  |
| 5.  | To assist in the organisation of the provision of support/revision/booster classes for all pupils in KS 3/4 taking external examinations, module tests and coursework.   |
| 6.  | <b>Transition Year 6/7:</b><br>A) Be an active leader and participant in primary liaison activities.<br>B) Ensure a smooth and effective transition occurs for all new intake pupils on such matters as target setting, transition visits etc.   |
| 7.  | To contribute to the development of whole school strategies to develop literacy across the curriculum.   |
| 8.  | At all times, promote the ethos of the school as outlined in our Mission Statement and school aims and objectives.   |
| 9.  | To develop effective relationships with pupils, parents, staff, governors and other members of the school community.   |
| 10.   | To provide quality learning experiences for all children in your care.   |
| 11.   | To accurately assess, record and report on the development, progress and attainments of children.  |
| 12.   | To have corporate responsibility for the behaviour of the children in accordance with the School's Discipline Policy.  |
| 13.   | To manage classroom and teaching equipment to create a positive, stimulating and safe learning environment, which makes full use of available resources.   |
| 14.   | To attend and participate in meetings and training sessions and contribute to school decision-making and consultation procedures as required.  |
| 15.   | To attend Review days and Parents' evenings as required.   |

|   |  |
|---|--|
| 16.   | Supervise and assist with the allocation of pupils in Year 7-9 to teaching sets and help review placements on a termly basis in consultation with colleagues of the art department, other associated departments and members of the pastoral staff. The preparation of set/group lists and organising the methods for promotion/demotion between the sets, as necessary. |
| 17.   | The development and implementation of schemes of assessment and reporting to parents in line with the overall school policy and the secure maintenance of examples of pupils' work required to justify any internal assessments.   |
| 18.   | To keep up-to-date with new developments and initiatives in the teaching of Art.   |
| 19.   | To incorporate and promote the use of ICT in the delivery of Art.  |
| 20.   | To assist the Head of Faculty in the submission and checking of all entries to external examinations and to supervise the administration necessary for operating the SAT's and examinations where necessary.   |
| 21.   | To undertake any further duties reasonably requested by the Headteacher or Governors.  |
| 22.   | To undertake such additional duties as are reasonably commensurate with the level of this post.  |
| The postholder must carry out their duties with full regard to the City Council's Equal Opportunities, Health and Safety and Community Strategy Policies.   |  |
| To contribute and demonstrate a commitment to the City Council's Crime and Disorder Reduction Strategy.   |  |
| <b>Review Arrangements:</b>   |  |
| The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, The Swinton High School will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time. |  |
| <b>Date Job Description prepared/revised:</b>   | June 2009  |
| <b>Prepared by:</b>   | John Biddlestone   |
| <b>Agreed by Postholder</b>   |  |

## **SECTION 3**

### **Arrangements for the Application**

#### **Application details:**

Please apply by submitting to the Headteacher Mr John Biddlestone at the school:

- i. A completed application form.
- ii. A letter in which you state how your personal qualities and teaching experience to date make you a suitable candidate for the post at The Swinton High School plus how you have prepared for this post.
- iii. The names, addresses and telephone numbers of two referees one of whom is expected to be your current headteacher.

#### **Closing date**

9:00am Friday 3rd July 2009

#### **Interview date**

TBA July 2009

Candidates called for interview may be contacted by telephone or in writing.

## SECTION 4

### School Aims and Philosophy

#### MISSION STATEMENT

Preparing for tomorrow's challenges  
by achieving excellence in a well-disciplined  
and supportive environment.

#### VISION

In five years time we will have established  
a high quality and purposeful environment  
and raised academic achievement

#### SCHOOL AIMS AND OBJECTIVES

**1. To give every pupil an equal opportunity to fulfil his or her potential, personally, socially and academically, within a rewarding and stimulating school environment by:**

- a) grouping pupils in a manner which enables the needs of all to be recognised and provided for;
- b) presenting a differentiated curriculum;
- c) ensuring that no person is disadvantaged by virtue of colour, creed or gender, utilising the school system of monitoring and evaluation;
- d) maintaining a support system providing for special educational needs and talents of all;
- e) providing a curriculum which is broad and involves experience in areas of:

- (i) mathematical*
- (ii) aesthetic*
- (iii) pre-vocational*
- (iv) linguistic*
- (v) technological*
- (vi) cultural*

- (vii) spiritual*
- (viii) physical*
- (ix) ethical/ moral*
- (x) scientific*
- (xi) personal & social*
- (xii) creative*

- f) encouraging all subject areas to develop a skills/process approach which gives consideration to:

- (i) communication skills*
- (ii) numeracy*
- (iii) practical skills*
- (iv) social skills*

- (v) study skills*
- (vi) decision making & problem solving*
- (vii) information technology*

- g) ensuring a balanced curriculum provision;
- h) encouraging differentiation to match pupils' abilities and aptitudes;
- i) providing an information technology capability;
- j) promoting a school homework policy;
- k) developing inter-departmental collaboration;

- l) ensuring compatible departmental aims by maintaining a staff awareness of the school curriculum policy;
- m) resourcing the curriculum adequately.

**2. To have (or develop) an atmosphere of RESPECT in order to allow all individuals to achieve their full potential in a safe, happy and stimulating environment by:**

- a) ensuring that the school encourages and supports equal and challenging opportunities for all and a positive and ordered environment where the individuals develop self-esteem and independence, learn to respect and co-operate with others and are encouraged to exercise responsibility in the school and community;
- b) developing a secure, caring and supportive atmosphere which fosters stimulating learning opportunities within a moral and spiritual framework;
- c) consistently applying a negotiated code of behaviour which encourages individuals to take responsibility for their own actions and exercise self-discipline;
- d) providing advice, guidance and counselling throughout all stages of education;
- e) recognising and preserving the rights and responsibilities of all individuals, thus fostering co-operation, empathy, respect and the resolution of conflict through consensus and support;
- f) acknowledging and valuing the partnership between home and school.

**3. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills by:**

- a) creating a stimulating environment conducive to pupil progress;
- b) encouraging discussion across the curriculum;
- c) utilising all forms of media available to us;
- d) promoting active and experiential methodology.

**4. To develop all pupils as individuals, each valued in his or her own right and to promote for each pupil a positive self-image by:**

- a) maintaining the awards system;
- b) providing pupils with the opportunity to speak or perform publicly;
- c) encouraging pupils to take responsibility for themselves and their activities and providing opportunity for residential experience;
- d) providing access to a pastoral team who are sympathetic to their needs both in and outside school;
- e) encouraging special talent development.

- 5. To help pupils to use language and number effectively by:**
- a) promoting language and number as basic tools required across the curriculum;
  - b) presenting pupils with situations which they recognise as enriching their experience and desire to communicate to others.
- 6. To help pupils to care about other people, to be capable of forming relationships and accept responsibilities for the welfare of others. This will include developing the values of empathy, tolerance and understanding by:**
- a) involving all pupils in community service activities;
  - b) giving a responsibility to the school forum to consider the needs of pupils;
  - c) maintaining a community action group with pupils represented;
  - d) operating a prefect system;
  - e) developing personal skills in the personal and social education course.
- 7. To help the pupils understand that there are legal, ethical and socially acceptable forms of behaviour by:**
- a) creating an atmosphere in which children will work willingly and freely with a self-discipline;
  - b) maintaining codes of conduct agreed through the behaviour policy which are seen to protect the interests of all parties;
  - c) teaching pupils politeness, good manners and consideration for others by example;
  - d) using the system of positive sanctions.
- 8. To help the pupils understand themselves and the world in which they live, including social, political, technological, economic and environmental aspects by:**
- a) encouraging active learning to enable pupils to develop inter-personal skills;
  - b) providing opportunities for community service;
  - c) establishing opportunities for work experience;
  - d) facilitating residential experience;
  - e) supporting field work activities;
  - f) striving to establish a sense of wonder of the universe and reverence for life and help pupils to appreciate human achievements and aspirations;
  - g) initiating shared activities between the school, community and the employer.
- 9. To develop a respect in all pupils for religious and moral values and an understanding of other races, religions and ways of life by:**
- a) creating a school which is a caring, supportive community where life is enjoyable and where there is equal provision and opportunity for each student;

- b) supporting the development of personal and social education;
- c) implementing a pastoral curriculum;
- d) organising school assemblies;
- e) celebrating festivals as a school within the local community.

**10.To present the school to the local community as a worthwhile place of education and learning by:**

- a) encouraging the community to use the facilities of the school;
- b) publicising the achievements of the school and its pupils;
- c) supporting community projects which encourage pupils to be caring and able to accept responsibilities for the welfare of others;
- d) developing links with industry resulting in opportunities for work experience and school based industrial/commercial processes and shared activities;
- e) striving to improve lines of communication between parents and school;
- f) encouraging community links which enable this resource to support curriculum activity;
- g) establishing liaison links which ensure continuity of provision between phases of education.