

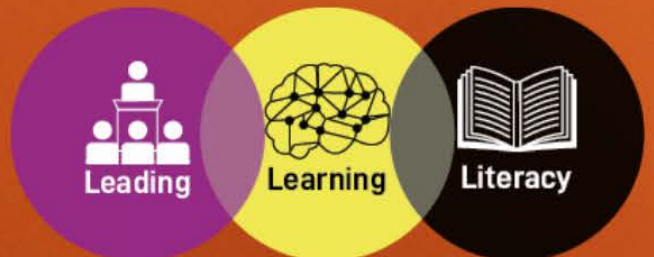
ESSA Academy

You should aim to create 2 to 4 artist study sheets. It is better to do more in depth studies of less artists than to do brief studies of 6 artists. Your artists must link to your question and each other.



Information for applicants: Art Teacher

efa
Trust



WELCOME TO THE ESSA FOUNDATION ACADEMIES TRUST

All will succeed

I am delighted to be the (interim) Chief Executive for ESSA Academy Trust.

I have worked with Northern Education Trust (NET) for ten years, firstly as a Principal, then advancing through the roles as an Executive Principal, having responsibility for 3 schools in the North East, to position of Senior Executive Principal, with the responsibility of overseeing 7 schools (including Kearsley and Kirk Balk in the North West).

The strands for which I hold responsibility within NET are Curriculum and Assessment as well as Teaching and Learning.

I hope you will want to be part of the Essa team and help us ensure that 'All will succeed'.

Andrew Jordan, (Interim) CEO of
Essa Foundation Academies Trust



THE TRUST

The Essa Foundation Academies Trust currently sponsors two academies:

- **Essa Primary School, age 4-11.**
- **Essa Academy, age 11-16.**

Essa Primary School was inspected in October 2019 and was judged to be good in all areas with outstanding early years provision.

Essa Academy was inspected in October 2021 and judged to be a good school in all areas.

Essa Primary (October 2019)

'This is a happy and caring school. Pupils behave well.'

'They listen attentively during lessons and they follow teachers' instructions carefully.'

'No time is wasted in class.'

'Pupils enjoy school. They are polite, and they respect the differences between themselves and their peers.'

'Children get off to a flying start in Reception.'

'Teachers in the early years have created classrooms brimming with exciting learning activities.'

Inspectors also praised the leadership of the Principal and her team who they said 'have worked tirelessly to develop the school.'



Essa Academy (October 2021)

'Essa Academy is a community underpinned by a culture of tolerance and respect.'

'Without exception, every pupil who spoke to an inspector said that they are proud to attend Essa Academy.'

'Teachers have high expectations.'

'Across the school, all pupils achieve well.'

'Leaders have created a strong and purposeful learning environment.'



VISION & VALUES - *All Will Succeed*

Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Here is what is at the heart of all we do:

Developing decent people:

Results and qualifications are important, but they are not the whole story – far from it. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We'll do this by instilling an acceptance that hard work, effort and application really does pay off. Through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn – this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for all:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

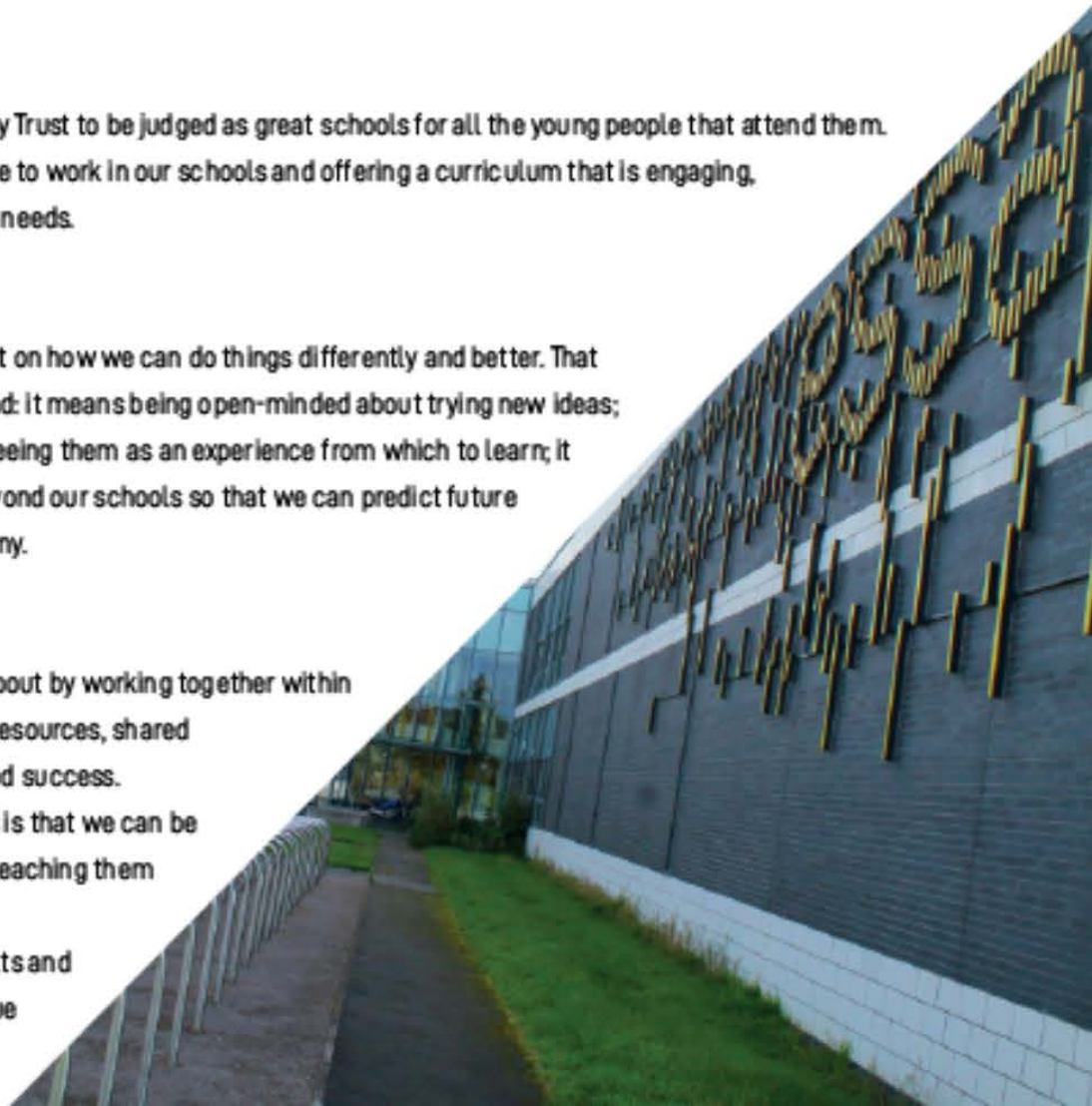
Big on attitude:

We will frequently stand back and reflect on how we can do things differently and better. That doesn't mean latching on to the latest fad: it means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in sharing:

We believe there is a strength brought about by working together within a multi-academy trust, enabling shared resources, shared knowledge, shared experience and shared success.

What's great about our family of schools is that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their GCSE results and their future plans. That puts us in a unique position; it's also a tremendous responsibility.



ESSA FOUNDATION ACADEMIES TRUST

The Essa campus is very well placed for both motorway access and public transport. M61 J4 is very close by giving access to the Greater Manchester, Lancashire and Cheshire motorway networks and is close to Bolton railway and bus station.

For more information on our family of schools please visit our website www.efatrust.org

Essa Primary School

We are proud of our pupils, and their achievements. Our key objective is to provide our children with the best opportunity to achieve their potential during their time with us as we help them to develop into independent learners who are able to actively engage and contribute to the ever changing society and wider world.



Essa Academy

At Essa Academy we have a universal belief in our mission 'All Will Succeed', with access to outstanding resources and a strong sense of belonging, ownership and community underpinning our work. Our students and staff are amazing and reflect the ethos of the academy.



EFAT Support Services

We provide administrative and business support such as HR and Finance Support throughout the trust.

Essa Education Ltd

Essa Sports Centre is a modern, state of the art sports facility and community asset, used for a variety of academic and sporting needs, as well as events, meetings, conferences birthday parties and more. Our facilities include a full-sized 3G pitch, multi-use sports hall, dance studio and MUGA (Multi-Use Games Area). Other facilities available for hire include theatre with stage, classrooms & communal dining area.



Essa Education Ltd is a wholly owned subsidiary of **Essa Foundation Academies Trust**.

THE POST

The Visual arts are an integral part of the creative curriculum we offer here at Essa Academy. Together with Performing Arts we are a team of committed, creative and forward-thinking practitioners who foster a love of learning amongst our students.

We aim to provide a curriculum that allows our young people to leave Essa Academy as well-rounded individuals with an understanding of where studying the subjects we are passionate about can take them. Planning is shared which allows us to deliver an enriching and engaging curriculum with resources to support a range of abilities and learners. We currently offer Fine art, 3D design, Photography & Graphics at lower school and at GCSE level.

Visual arts are a popular subject at the Academy. We offer thought-provoking lessons through a variety of delivery methods and experiences to interest and inspire our learners. High quality CPD is delivered on a weekly basis by our skilled and supportive teaching and learning team. We also offer in-house CPD to develop as creatives, teaching each other new innovative strategies and techniques to deliver in the classroom. We also provide the latest tech and equipment across the faculty to assist in the development of our young artists.

The successful candidate will be an enthusiastic, passionate and inspirational teacher of Visual Arts, with a real passion for not only teaching art but making art in the classroom. We are also looking for someone who is confident in teaching Graphic communication and Photography, modelling how to successfully navigate the Adobe suite. A commitment to achieving excellent results for students through holding high expectations of themselves and others is essential. We are looking for a teacher who is a real team player, and someone who can contribute to helping to shape the future of our team and the curriculum we deliver.

The Visual arts subject's faculty is a very strong part of our offer as an Academy and we are looking for someone who can contribute to shaping the future of our subjects and the faculty as a whole.

This is a permanent role for a September 2024 start.

Closing date – 17th May 2024

Interview Date – Week commencing 20th May 2024

Please note that EFAT are due to transfer over to Northern Education Trust on the 1st June 2024. Therefore, your contractual documents will be under NET terms and conditions

JOB DESCRIPTION

Post: Teacher of Art
Responsible to: Principal
Responsible for: N/A
Terms: Teacher Terms
Grade: M1 – UPS3

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

The role:

Key Responsibilities:

The generic teachers' job description applies to all teachers regardless the stage of their career. As a teachers' career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they are working.

We expect all teachers to demonstrate that their practice is consistent with the Teaching Standards.

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD);
- the required Standards for Qualified Teacher status;
- other current and relevant legislation.

Teachers role:

1. Set High Expectations Which Inspire, Motivate and Challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote Good Progress and Outcomes by Pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate Good Subject and Curriculum Knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

5 Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing

boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have appropriate and professional regard for the ethos, policies and practices of the Academy, maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

We expect that all teachers are role models to students and promote the professional image of the Academy at all times in their behaviour, conduct and dress code

Customer Care

- To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust's Code of Conduct.
- All staff will ensure that they are aware of and work within the requirements of all Keeping Children Safe in Education policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all EFAT HR related policies.

This job description is subject to change.

Employee Name

Date

Signed.....

PERSON SPECIFICATION

QUALIFICATIONS

- An Honours Degree
- A teaching qualification together with Qualified Teacher Status (QTS)

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Experience of teaching, learning and assessment to at least KS3/4, preferably KS5
- A good understanding of curriculum developments

SKILLS AND ABILITIES

- Able to use a range of teaching and learning strategies
- Commitment to high standards in all aspects of the academy's work
- An understanding of how Assessment for Learning can improve student performance and how to embed this within your department
- Confidence in the use of standard computer packages and how these can be used to enhance student learning
- Able to use student level data to raise standards
- Enthusiasm for your subject
- Creative problem solving together with willingness to take on and develop and try new approaches and ideas
- Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues
- Able to communicate both orally and in writing to students and their parents

ATTITUDES AND APPROACHES

- Pleasant and friendly manner
 - Polite and punctual
 - Reliable
 - A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy.
-