



Post Title	Art and Creative Teacher
Salary range/grade	T1 (£24,000) - T6 (£34,500) pro rata
Responsible to	Assistant Head Teacher
Type	Full Time Term Time Only (+2)
Base	ALP Leicester
Job Purpose	
<p>The post holder will lead ALP Leicester's art and craft department and where possible use the vocational subject as a means of therapy to meet the needs of learners. Also acting as a tutor the post holder will engage with other teaching and learning activities under the direction and supervision of the head teacher and assistant head teacher.</p>	
Key Tasks and Activities:	
<ol style="list-style-type: none"> 1. To plan and deliver art and craft therapy to young people who for a variety of reasons struggle in mainstream school. 2. To perform the role and responsibilities of a tutor (during tutor time) 3. To line manage, guide and support other tutors at secondary level. 4. To line manage, support and supervise selected teachers/teaching assistants working in the secondary setting. 	
Role Specific	
<ol style="list-style-type: none"> 5. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners. 6. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. 7. To work collaboratively with colleagues and seek help and advice when necessary. 8. To plan and deliver a variety of qualifications and maintain appropriate course files to meet exam standards. 9. To act as a supervisor for staff, volunteers and work experience placements who may support courses. 10. To manage the school displays, ensuring they are current, appropriate and inclusive of all learners within the school. 11. To adapt creative approaches to engage learners in arts and crafts with the aim of inspiring them, raising confidence, self-esteem and achievement. 12. Use arts and crafts to relax, motivate and give learners an enjoyable experience. 13. To progress learners through suitable qualifications. 	

Teaching and Learning Activities:

- a. To use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning.
- b. To assist the Primary teachers to ensure that art features in the thematic curriculum and meets national standards.
- c. To communicate effectively and sensitively with pupils to support their learning.
- d. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- e. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- f. To advance pupils' learning in a range of settings, including working with individuals and small groups.
- g. To be able, where relevant, to guide the work of other tutors teaching and learning in the school environment.
- h. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- i. To organise and manage safely the learning activities, the physical teaching space and resources.
- j. When required, deliver extra-curricular activities in art and crafts as a means of supporting learners who need further engagement out of school hours.
- k. To continue to lead projects in regards to Artsmark (the school has been accredited with the Gold Award and would like to build upon this)

Planning and Expectations

1. To plan and prepare lessons.
2. To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with ALP schools policies and procedures.
4. To create and update a course file relevant to the subject criteria and prepare for internal and external moderations.

Monitoring and Assessment

1. To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have sufficient understanding of art and crafts to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
2. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.

3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
5. To know the key factors that can affect the way pupils learn.
6. To have achieved a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
7. To be fully aware of the statutory frameworks relevant to their role.
8. To know the legal definition of Special Education Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
9. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
10. To have experience of a specific occupational study.

Personal Development and Well-Being

1. To support ALP School's drive for high standards by adhering to the ARRRTT philosophy.
2. To support and contribute to the school commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's' duty rota as directed

Monitoring and Self-Evaluation

1. Within ALP School policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
2. To take action to share areas of strength and remedy any weaknesses

Key Performance Indicators

1. Attendance and participation of target group
2. Proportion gaining appropriate accreditation or progress
3. Student level satisfaction.
4. Number of parents regularly reporting on the effectiveness of art and craft therapy.
5. Creativity of activities

Expectations and Values

ALP School are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the schools dress code.
3. Follow and where appropriate enact all relevant school policies, procedures and guidelines and those agreed by the Partnership.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the schools policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- To have a relevant Level 3 art/Craft qualification (E)
- Qualified teacher status (D)
- Educated to degree level (D)
- To have or be willing to work towards a relevant teaching qualification (D)

Experience

- Relevant experience in the delivery of art and creative activities and techniques and the ability to encourage participation. (E)
- Relevant experience of working with SEN including Social, Emotional and Mental Health difficulties (SEMH), addressing social exclusion, including but not limited to: youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects (E)
- A real interest in, and commitment to, the visual and creative arts. (D)
- To have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interests. (D)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- A mature and calm attitude and approach. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (D)