



Head of All-through Art with Design Technology

(curriculum includes Art and Design all-through and
Design and Technology at KS1-KS3)

Candidate information brief

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy, and the role of Head of All-through Art.

We want Art and Design Technology to be an ever bigger part of the life of our school. We want pupils to **enjoy building things** and **being creative** from a young age and we want to offer a **pathway of excellence to study Art** to a high standard through to A-level and university.

KSA is a pioneering school looking to hire exceptional people. In 2022, the school achieved exceptional results at GCSE and A-level. At GCSE, the school was 13th in the country of all schools for progress, and in 6th form, pupils progress in the top 10% of all schools. This is a unique opportunity for an ambitious and high-performing teacher and leader who is committed to pushing themselves further and achieving amazing things with and for their pupils. We believe in high expectations and a sense of collaborative and positive enthusiasm which brings out the best in our team. Through weekly coaching and time allocated to professional development we can help our teachers and leaders excel in creating a successful environment for our pupils.

Art and Design is a vital part of academy life, with an all-through Art and Design curriculum guiding our pupils towards mastery in the subject across both our primary and secondary schools. Our pupils enjoy learning these skills from our nursery through to Secondary. Our outcomes at GCSE are good, but we know there is more to develop in our curriculum further to genuinely develop great artists throughout the school, including offering A-level Art in September 2024.

KSA is rare in that it is a genuine all-through school. Our pupils join at 2,3 and 4 years old and stay with us until they are 18. By joining KSA you play a part in showing what is possible when children's education is seen as a long-term commitment.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline for applications is **9am on Friday 7th April 2023**. We are open to candidates starting in September or an earlier start date. To discuss the role, please feel free to email the Principal's PA, Shaheen Riaz (s.riaz@kingsolomonacademy.org) or phone on 02075636901.

We wish you the best with your application.

Max Haimendorf
Principal

Job Description: Head of All-through Art (with DT)

Reports to:	Appropriate SLT member
Start date:	September 2023 (flexible start date)
Salary:	Ark Mainscale or Upper Pay Spine (£32,960 - £52,976) + Teaching and Learning Responsibility 2b (£4,784)

The Role

To provide outstanding leadership of the curriculum and teaching and learning of Art and Design to ensure life transforming attainment for our pupils

Key responsibilities

- Be held accountable for the progress of all pupils in learning Art and Design across the school
- Constantly improve the quality of teaching and learning, where necessary holding teachers to account
- Lead the design and implementation of the curriculum and assessment including controlled assessment and examinations
- Be a role model of outstanding teaching in the department
- Coach teachers in the department using frequent observations and drop ins to drive development
- To incorporate the aims of Design and Technology into the long term Art and Design curriculum

Outcomes and activities

Subject Leadership

- To create and develop challenging and innovative schemes of work which are inspiring for learners and teachers alike
- Use regular, measurable and significant assessments to monitor progress and set targets
- Produce periodic assessments with marks schemes
- Ensure assessments are moderated internally
- Ensure end of year assessments reflect each pupil's overall level or grade which is both externally valid and provides an accurate baseline for the next academic year
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residentials

Teaching and Learning

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.

Academy Culture

- Help create a strong academy community, characterized by consistent, orderly and caring respectful relationships.
- Help develop a small school culture and ethos that is utterly committed to achievement.

Class (form) teacher

(Teachers, including leaders, will often be required to perform the role of class/form teacher)

- Create and sustain a positive class culture
- Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
- Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
- Write teacher comments in reports

Other

- Undertake other various responsibilities as directed by the Principal or their designee.

Person Specification: Head of All-through Art (with DT)

Necessary qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

Essential experience

- Experience of leading, coaching and managing staff
- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning
- Evidence of leading and/or teaching KS5 is desirable

Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission

- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a 'whatever it takes' attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others' strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced Disclosure and Barring Services check.



Principal – Max Haimendorf

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016. He was awarded an OBE for services to education in the Queen's Birthday Honours of 2020.



Associate Principal

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA in 2012 and was formerly Deputy Head of Secondary, leading on curriculum and professional development. She is a passionate teacher of English and loves nothing better than seeing young people reading, writing and talking. Ms Humphreys took on the role of All-through Vice Principal in September 2016, Head of Primary in January 2017 and Associate Principal in January 2019.





About Art and Design at KSA

King Solomon Academy is focused on providing a high quality education to all our pupils.

We have formed our art curriculum around the skills and knowledge needed for pupils to be highly successful. As an all-through school, we are in a privileged position to design a spiral curriculum that embeds art in all year groups—enabling students to achieve real mastery of the subject. We believe Art empowers young people. Not only does it encourage self-expression and creativity, but it also enables students to build confidence and a sense of personal identity and develop a high degree of autonomy, self-management, self-reflection, inventiveness, resilience, and focus.

We introduce our students to a range of materials and techniques, including ceramics, drawing, painting, textiles, mixed media, photography, and print. We teach how to master these to create art, that is not only technically advanced but, engages students in the process of critical thinking, creativity, and self-expression. By exploring the contribution of a diverse range of artists and mediums, the world's art community helps students to skilfully examine their ideas and communicate this through many different pathways.

In each year, students learn about the history and culture of artists and designers and how to create work for different purposes. For example, in year nine, we have a project on Architecture, students discover what architecture is and the role and history of the architect. We also teach students to think like architects and design

Within our curriculum we are proud of:

- 1) The subject knowledge of our teachers, offering a broad range of materials and techniques to our students
- 2) A diverse and progressive curriculum
- 3) Students going on to study creative subjects at KS5

- 4) Fully integrated KS2 curriculum
- 5) Enrichment opportunities in Art and Design
- 6) Promoting a love of art from KS1 upwards

Subjects are taught in a constant cycle through each topic to deepen and secure students' skills and knowledge and prepare them for success at KS4 and a lifetime of art appreciation. For example, in KS2, students look at the theme identity in response to the book *Stone Cold*. Then in year eight, students respond to the theme by looking at culture and diversity within art. We then continue to study the same theme in year 10 when students complete a sustained portfolio (16 weeks) for Unit 1. They look at their own identity and create a personal outcome in response to this.

Art is a popular option subject at GCSE, and we would like to offer Art A-level from September 2024.

More information about our current Art and Design curriculum is found here:

<https://kingsolomonacademy.org/curriculum/curriculum-subjects/art>



Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following and analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.