Head of Subject: Art

BLATCHINGTON MILL SCHOOL

JOB PURPOSE

- To lead all staff within the subject area(s) to perform their roles to an excellent standard. To deliver excellent outcomes for all students.

Specific Aspects of Role:

To provide and model effective middle leadership.
To deliver the SDP aims in the subject area
To oversee a culture of effective and accurate QA to raise standards across the team.
To ensure high-quality Schemes of Learning and Assessments are in use across the team.
To lead the subject in ensuring a high standard of behaviour is achieved in all lessons
To support members of the team in meeting deadlines, and following school procedures and policies.
To identify training needs across your team and allocate support to meet these.
To oversee Review and Planning in line with expected standards (inc: training, completion, quality assurance and evaluation).
Planning, implementing and evaluating the departmental approach to tackling Educational Disadvantage (inc: identifying barriers, planning teaching & learning strategies, monitoring approaches, judging outcomes, adapting team practice)
To ensure that effective communication takes place across the team and with the wider school.
To promote, enthuse about, and generate excitement for your subject area.
To carry out appraisal of relevant staff.

RESPONSIBILITY ALLOWANCES
TLR 2B

ACCOUNTABLE TO
SLT

ACCOUNTABLE FOR
RE Students and Staff

This job profile recognises the expectations of current School Teachers' Pay and Conditions regulations, the Framework of Professional Standards and the policies established by the governors of Blatchington Mill School.

Date of Preparation - April 2026

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KEY ACCOUNTABILITIES	KEY TASKS
Teaching	**A Teacher must:** **1 Set high expectations which inspire, motivate and challenge students**
	• establish a safe and stimulating environment for students, rooted in mutual respect
	• set goals that stretch and challenge students of all backgrounds, abilities and dispositions
	• demonstrate consistently the positive attitudes, values and behaviour which are expected of students
	2 Promote good progress and outcomes by students
	• be accountable for students' attainment, progress and outcomes
	• be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
	• guide students to reflect on the progress they have made and their emerging needs
	• demonstrate knowledge and understanding of how students learn and how this impacts on teaching
	• encourage students 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 students' 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, Articulacy and the correct use of standard English, whatever the teacher's specialist subject
	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 students 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 students
	• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
	• have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
	• have a clear understanding of the needs of all students, 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

Teaching	**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 students' progress
	• use relevant data to monitor progress, set targets, and plan subsequent lessons
	• give students regular feedback, both orally and through accurate marking, and encourage students 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 school, in accordance with the school'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 students' needs in order to involve and motivate them
	• maintain good relationships with students, 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 school
	• 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 with regard to students' achievements and well-being.

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Personal and Professio-nal 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 school, by: ○ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ○ having regard for the need to safeguard students' 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 students' vulnerability or might lead them to break the law. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and 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.

The postholder may be asked to undertake other tasks which may, from time to time, be reasonably assigned by the headteacher.

Post Holder Name……

Post Holder Signature……

Date……

Blatchington Mill School is committed to safeguarding our students and we expect all staff and volunteers to support this commitment.