



Fareham
Academy

Applicant Pack

Teacher of Art & Technologies

MPS/UPS

Start date: 01 May 2025

Fareham Academy

www.fareham-academy.co.uk/vacancies

For an informal discussion about this post, more information or to arrange a visit, please contact the Academy on 01329 318003 or by email on g.payne@fareham-academy.co.uk

Closing Date: 05 January 2025 (09:00)

Letter from Headteacher

Dear Applicant

I am delighted that you are expressing an interest in working at Fareham Academy. We are a caring and forward-thinking school, where academic achievement and the personal development of each child go hand in hand. Our motto “Unlocking Potential – Creating Opportunity” supported by our values of Resilience, Aspirations and Kindness captures the ambition we have for all our students.

Throughout my time as Headteacher I have consistently seen exceptional teaching and learning, which has been verified through our recent Ofsted Inspection in October 2021. I am especially proud that several members of our Middle Leadership started their careers with the school. We are committed to the development of all our staff and providing the opportunities and support to progress in their careers.

We are looking for the right person to add value to our school and be part of our exciting journey. I wish you the best of luck with the application process.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk or visit our website: www.fareham-academy.hants.sch.uk

Yours faithfully,



Christopher Pranker
Headteacher

“Developing transferrable skills such as teamwork, communication, problem solving, and innovation to better prepare students for the constantly changing world.”



Teacher of Art & Technologies

We are looking for an enthusiastic and dedicated Teacher of Art & Technologies to join our innovative ATEC Faculty. We seek a professional with the drive to be a consistently good or outstanding teacher, committed to raising the attainment, skills, and ambitions of students across all abilities.

As part of our Art & Technologies team, you will teach across a diverse range of subjects, including but not limited to: Art and Design, Graphics, Food and Nutrition, Resistant Materials, Engineering, and 3D Design. This is a unique opportunity to contribute to a strong and well-supported department, with access to exceptional resources and facilities. Our ideal candidate will be confident in teaching a broad array of specialisms across Key Stages 3 and 4, enriching students' learning experiences with a multidisciplinary approach.

You will join a dedicated and collaborative faculty where teamwork and mutual support are at the heart of our culture. We welcome applicants at all career stages, from recently qualified teachers to experienced educators, and we are committed to providing comprehensive professional development opportunities within the department and across our academy.

Our goal is to help every student reach their full potential, ensuring they are well-prepared for examinations, further education, higher education, and future career pathways. Join us to inspire, challenge, and support students as they develop their skills for success in the modern world.

Your Opportunity

At Fareham Academy, we are dedicated to equipping our students with the skills and knowledge to foster independence and resilience. In the ATEC Faculty, students gain hands-on experience through a blend of practical and theoretical lessons that span Art & Design, Photography, Graphic Design, Resistant Materials, Food and Nutrition and more.

We are seeking a motivated and dedicated individual who:

- Possesses excellent subject knowledge and a deep passion for the arts and technologies
- Is committed to inspiring young people and believes in their potential
- Brings dynamism, creativity, and innovation into the classroom
- Aims to elevate standards across all year groups, fostering a love of learning
- Ensures students are both supported and challenged to reach their highest potential
- Is capable of delivering outstanding lessons across a broad age range
- Values teamwork and collaboration with colleagues
- Sets and upholds high expectations for themselves and their students
- Is dedicated to providing students with a variety of enriching learning opportunities
- Builds positive, impactful relationships with students

In return, we offer:

- A professional, hardworking, and supportive team committed to raising student achievement
- Enthusiastic students who take pride in their learning and school environment
- Ongoing professional development opportunities to enhance your skills
- A caring and supportive work environment within a vibrant school community
- A personalized CPD programme aligned with your career goals
- Access to a network of partner schools for additional support and development
- Private healthcare benefits

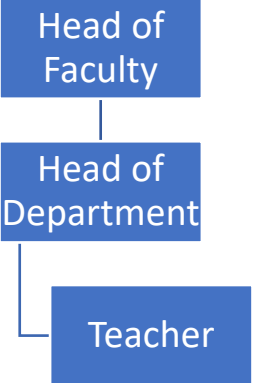
This is an exciting opportunity to make a real difference in a collaborative and forward-thinking school, where your passion for Art & Technologies can thrive and inspire the next generation.

“A place where staff cultivate a desire for learning and self-improvement.”



| Post Details | | Schedule 6 | | | | |
|---|--|------------|----------|----------|----------|--|
| Department: | Art, Technology & Extended Curriculum (ATEC) | | | | | |
| Job Title: | Teacher of Art & Technologies | | | | | |
| Salary: | MPS/UPS | | | | | |
| Responsible to: | Head of Faculty & Head of Department | | | | | |
| <u>Job Purpose Statement</u> | | | | | | |
| <p>Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.</p> <p>All staff should promote the school ethos, and health and safety, and contribute to continuous school improvement. To contribute to the wellbeing and development of the school by teaching, inspiring, guiding and caring for students inside and outside the classroom. To ensure that all students make outstanding progress and achieve targets and fully implementing policies and procedures.</p> <p><i>This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary. Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.</i></p> | | | | | | |
| Qualifications | Essential/ Desirable | A | I | L | R | |
| Degree | E | * | | * | | |
| PGCE or equivalent teaching qualification | E | * | | * | | |
| A postgraduate degree | D | * | | | | |
| Professional Knowledge and Understanding | Essential/ Desirable | A | I | L | R | |
| A minimum of three years' experience in a teaching/learning/child support working environment, with a proven track record of improving results. | D | * | | | * | |
| Detailed knowledge Art and understanding in the subject of Technology | E | | * | | * | |
| Ability to apply knowledge and skills from theory in a practical classroom context | E | | * | | * | |
| Ability to motivate and encourage children | E | | * | | * | |
| Effective classroom manager | E | | * | | * | |
| Ability to demonstrate understanding of complex problems and apply in depth knowledge to address them | E | | * | | * | |
| Ability to create effective relationships with a variety of different people | E | | | * | | |
| Experience | Essential/ Desirable | A | I | L | R | |
| Experience of teaching at KS3 & 4 | E | * | | | * | |

| | | | | | |
|---|---------------------------------|----------|----------|----------|----------|
| Excellent experience and knowledge of IT support learning | E | * | * | * | * |
| Excellent use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life. | E | * | * | | |
| Experience of marking for examinations boards | D | * | | | |
| Evidence of ability to teach across the whole of the 11-16 age range | E | * | | | * |
| Evidence of use of strategies for raising achievement and achieving excellence | E | * | | | * |
| Evidence of use of strategies for ensuring inclusion, diversity and access | E | * | | | * |
| Highly successful teaching including exam result success at all key stages for at least 3 years | D | * | | | * |
| Leadership and Management Skills | Essential/ Desirable | A | I | L | R |
| Ability to prioritise, plan, organise and manage work life balance | E | * | | | * |
| Ability to work as an effective team player, understanding the strengths and weakness of others to help team development | E | * | * | | |
| Excellent time management and organisational skills | E | | * | | |
| Excellent interpersonal, presentation and communication skills, both written and spoken | E | * | * | | * |
| Ability to manage and deliver own course units and contribute to team taught course units | D | * | * | | |
| Ability to contribute to wider school administration and initiatives | D | * | * | | * |
| Communicating & Influencing | Essential/ Desirable | A | I | L | R |
| Ability to influence desired student behaviour | E | | | * | |
| Ability to generate enthusiasm in students | E | | | * | |
| Excellent communication skills, able to clarify and explain instructions | E | | * | * | |
| Other skills & Behaviours | Essential/ Desirable | A | I | L | R |
| Ability to stay calm | E | | | * | |
| Empathy with students and sympathetic to their needs | E | | | * | |
| Professionally discrete and able to respect confidentiality in particular areas | E | | | | * |
| Safeguarding Children | Essential/ Desirable | A | I | L | R |
| Committed to safeguarding and promoting the welfare of children and young people (References) | E | * | * | | |
| Equality | Essential/ Desirable | A | I | L | R |

| | | | | | |
|--|------------------|---|---|--|--|
| The ability to ensure that there is equality of access to educational attainment & all aspects of equality are adhered to | E | * | * | | |
| Personal and Professional Qualities & Attributes | Essential | | | | |
| <ul style="list-style-type: none"> • Excellent organisational ability • Ability to organise own teaching resources and activities to deadline and quality standards • Ability to plan, manage, organise and assess teaching objectives • Ability to contribute to the design of subject units, curriculum development and new teaching approaches • Inspire, challenge, motivate and empower the school community to carry forward a shared vision. • Build and maintain effective relationships. • Think strategically, create, maintain and share a coherent school vision. • Manage change, conflict and empower individuals and teams. • Listen to, and reflect on, feedback from others, including colleagues and trustees. • Think creatively to anticipate and solve problems • Prioritise, plan and organise themselves and others • Set & achieve ambitious, challenging goals and targets • Knowledge/understanding, consistency, complete finisher, supportive/loyal/trustworthy, effective communicator, take initiatives follows up, creates sustainability and motivates. | | | | | |
| Organisational Information | | | | | |
| <p><i>All staff are expected to:</i></p> <p>Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.</p> <p>Help maintain a safe working environment by:</p> <ul style="list-style-type: none"> • Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand. • Following local codes of safe working practices and the school's Health and Safety Policy. <p><i>Undertake such other duties within the scope of the post as may be requested by your Manager.</i></p> | | | | | |
|  <pre> graph TD A[Head of Faculty] --- B[Head of Department] B --- C[Teacher] </pre> | | | | | |

Main Responsibilities/Activities:

This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose.

More specifically the post holder will be expected to:

TEACHING

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.

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.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.

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
- Incorporate the use of chrome books and other relevant technology in lessons where appropriate
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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; those that are SEN; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach, 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, giving dedicated improvement times in lessons

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 Academy 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 in line with the Academy expectations
- 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.

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: being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Act with honesty and Integrity
- Be committed to collaboration and co-operative working
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show 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.
- Have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

To build positive relationships with Pupils, Trustees, Colleagues, Educational Psychologist, Education Welfare Officer, LEA Specialist, Examiners, Educational Specialists and Outside contractors.

To comply with the requirements of Health and Safety, other relevant legislations and school policies, and understand and comply with the school's equal opportunities policy

All the above duties and responsibilities to be carried out in accordance with Fareham Academy's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety. Any other duties and responsibilities appropriate to the grade and role

Please note: Academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, online checks and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.



Fareham Academy

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