

Job description

Job title

Art Teacher Grade 3 or 4 OR
Lead Art Teacher Grade 5
(Grade/Role dependant on skills and experience)

Hours

37.5 hours, 52 weeks

Contract

Permanent

Role profile and grade

Grade depending on experience

TLS30A – Grade 3

TLS40A – Grade 4

TLS50A – Grade 5

Salary

£36,040.00 rising to £39,924.00 (Grade 3)

£43,150.00 rising to £46,551.00 (Grade 4)

£49,943.00 rising to £54,496.00 (Grade 5)

Location

Inscape House School, Cheadle

Reports to

Relevant Deputy Head

Type of DBS required

Child & Adult Workforce (We will apply for this on your behalf)

Job purpose

Inscape House School is a non-maintained ASC specialist day school for children and young people aged 5 to 19. It is part of the Together Trust, a charity providing care, education and support across the North West since

1870. The post holder will work within Inscape House School or the Post 16 department on the Cheadle campus.

Key responsibilities

Teaching:

- Teach Art across Key Stages 1–5, including Entry Level, Arts Award, GCSE or A-Level pathways where appropriate.
- Adapt teaching and resources to meet the needs of pupils with autism and associated learning, communication and sensory needs.
- Create a safe, structured and stimulating learning environment rooted in mutual respect and high expectations.
- Inspire, motivate and challenge pupils academically, socially and creatively, supporting confidence, independence and self-belief.
- Promote strong progress and outcomes through high-quality teaching, subject knowledge and effective autism practice.
- Work collaboratively with the Therapy Team and wider multi-disciplinary team to support progress towards EHCP outcomes.

Grade 5:

- Lead the quality and consistency of Art teaching and learning across the school.
- Support Art colleagues to develop subject knowledge, pedagogy and effective practice.
- Take accountability for progress and outcomes in Art across the school.

Management of staff:

- Deploy Education Assistants effectively to support learning, independence and pupil progress.
- Set clear expectations for EAs' contribution to pupils' academic, social and personal development throughout the school day.
- Manage EAs effectively, including expectations for punctuality, attendance, engagement and professional conduct.

Grade 4:

- Complete relevant HR processes for EAs, including return-to-work meetings, supervision, professional development reviews and performance management.
- Address underperformance promptly, completing required paperwork and involving the Deputy Head where concerns persist.
- Identify training needs for EAs and advise on relevant development opportunities, with approval from the Deputy Head or Headteacher.

Grade 5:

- Provide professional leadership for Art, including leading the Art curriculum team.
- Support and develop Art colleagues, which may include acting as an ECT tutor or mentor.
- Line manage staff in line with Trust policy, supporting, challenging and developing them to maintain accountability.
- Contribute to relevant meetings, agendas and strategic planning as required by the Deputy Head or Headteacher.

Outcome delivery:

- Be accountable for pupils' attainment, progress and outcomes.
- Use knowledge of pupils' prior learning, strengths, needs and motivators to plan effective teaching.
- Support pupils to reflect on their progress, emerging skills and next steps.
- Encourage pupils to take a responsible and conscientious approach to their learning.
- Complete Progress Towards EHCP Targets documentation so it is individualised, accurate and reflective of each pupil's current position and aspirations.

Curriculum Knowledge:

- Maintain secure knowledge of the Art curriculum, including Entry Level, Arts Award, GCSE and A-Level pathways where appropriate.
- Foster pupils' interest, address misconceptions and support progression in subject knowledge and skills.

Grade 4 or 5:

- Lead or support Art across Key Stages 1–5 as part of the subject team.
- Develop schemes of work, resources and approaches that support high-quality curriculum delivery.
- Manage the subject budget and ensure appropriate resources are available.
- Monitor and support progress in Art across the school.

Plan and teach well-structured lessons:

- Use autism-specific strategies, such as TEACCH, SPELL and Attention Autism, to support access, engagement and independence.
- Promote curiosity, problem-solving, communication and social interaction through well-structured learning opportunities.
- Set homework or out-of-class activities where appropriate to consolidate and extend learning.
- Reflect on the effectiveness of lessons and adapt approaches to maintain engagement, structure and progress.
- Contribute to the design and delivery of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils:

- Differentiate teaching and resources effectively so pupils can access learning and make progress.
- Understand factors that may affect pupils' learning and use appropriate strategies to reduce barriers.
- Adapt teaching in response to pupils' physical, social, emotional and intellectual development.
- Evaluate teaching approaches and adjust practice to engage and support all pupils.

Accurate and productive use of assessment:

- Assess pupil progress accurately, including statutory assessment requirements where relevant.
- Use formative, summative and autism-specific assessment, including the AET framework, to inform planning and support progress.
- Use progress data to monitor learning, set targets and plan next steps.
- Provide regular feedback and support pupils to respond to it.

Manage behaviour effectively to ensure a good and safe learning environment:

- Establish clear expectations, routines and boundaries that support positive behaviour in lessons, around school and in the community.
- Use proactive, active and reactive strategies in line with the school's Positive Behaviour Support policy.
- Manage classes effectively using approaches matched to pupils' needs, motivation and communication profiles.
- Maintain positive professional relationships with pupils and act decisively when needed.

Professional Communication

- Attend and contribute to pupil reviews, multi-disciplinary meetings, school self-evaluation and quality improvement planning.
- Work with pupils, families, colleagues and multi-disciplinary teams to identify and support pupil-centred goals.
- Communicate effectively with pupils with autism and a range of physical, cognitive, sensory and communication needs.
- Use appropriate communication strategies, including total communication and technology, with support from the SALT team where required.
- Share pupil-centred feedback and relevant information with pupils, families, colleagues and external agencies, in line with consent, safeguarding and confidentiality requirements.

- Make referrals to other agencies where appropriate and comply with Together Trust safeguarding requirements, including the appropriate use of communication channels.

Training

- Complete mandatory training and engage in agreed internal and external professional development.
- Attend relevant meetings, conferences or professional events as required.
- Keep up to date with current literature and practice in autism and special educational needs, sharing relevant learning with colleagues.

Professional responsibilities:

- Contribute positively to the wider life and ethos of the school.
- Build effective professional relationships with colleagues and seek advice or specialist support when appropriate.
- Reflect on practice through observation feedback, professional dialogue and performance development processes.
- Participate in professional development reviews and work towards agreed objectives.
- Undertake other reasonable duties as required by the Trust, Deputy Head, Headteacher or Senior Leaders.

Other responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.
- **Unsocial Hours / Holidays / Working Environment**

Occasional attendance at evening meetings / course / home visits may be required outside normal school hours. Normal arrangements regarding school holidays apply.

- Indicated below are areas of special consideration in terms of the working conditions of the post:

Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	<p>Qualified Teacher Status (QTS).</p> <p>Have a secondary teaching qualification with a specialism in Art.</p> <p>Evidence of recent relevant professional development</p>	
Experience and skills	<p>Experience of moderating and conducting GCSE Art examinations.</p> <p>Experience of successful work with pupils displaying behaviours that challenge.</p> <p>A commitment to the ethos, vision and values of the school and the Together Trust.</p> <p>A strong commitment to working co-operatively with parents.</p> <p>The ability to work effectively and co-operatively with colleagues within a staff team.</p> <p>The ability to communicate effectively, both verbally</p>	<p>Experience of working in an autism – specific school.</p> <p>Experience of organising resources and leading development of a curriculum area.</p> <p>Experience of working in a multi-disciplinary team within an education setting.</p> <p>Supporting ECTs as a mentor or a tutor.</p>

	<p>and in writing, to a range of audiences.</p> <p>Flexibility in dealing with changing circumstances.</p> <p>Ability to identify, clarify, prioritise and solve problems as they arise.</p> <p>The ability to use information technology to communicate with others, track academic progress and share planning and resources.</p>	
<p>Knowledge and understanding</p>	<p>Excellent knowledge of the Curriculum including, where appropriate, Entry Level, Arts Award, GCSE and A-Level qualifications.</p> <p>Knowledge and understanding at both theoretical and practical levels of current perspectives on autism spectrum conditions (ASC).</p> <p>Knowledge of approaches/methodologies that can support children with autism e.g. TEACCH, Attention Autism and SPELL.</p> <p>Knowledge and understanding of the National Curriculum and the demands it places on children with additional needs.</p>	

	<p>Knowledge of current developments in education generally and special education in particular.</p>	
Personal Qualities	<p>Commitment to continuing the development of professional skills.</p> <p>Flexibility and a positive attitude to change.</p> <p>Ability to cope with pupils who present with behaviours of concern.</p> <p>High levels of personal resilience.</p> <p>Ability to work under pressure and meet deadlines.</p>	
Safeguarding	<p>Knowledge of Safeguarding and Keeping Children Safe in Education.</p> <p>Knowledge and understanding of strategies for inclusion and equal opportunities.</p> <p>Knowledge of Health and Safety expectations affecting children and adults across the school.</p>	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.