



JOB APPLICATION PACK

Art & Design

● Curious ● Creative ● Caring



WELCOME

to

Northfleet Technology College

Thank you for your enquiry about joining Northfleet Technology College, I am delighted to provide an application pack for this post. I hope, the information provided will help you in taking your application forward. If you have any questions or require any further information, do not hesitate to contact us.

Northfleet Technology College (NTC) is a truly unique school. Our collaborative and collegiate approach to teaching and learning lends itself to a real sense of camaraderie between students and staff. NTC's vision of 'going beyond' is at the heart of everything we do, our expectations are exceedingly high - mediocre is not accepted. With outstanding facilities, hugely talented staff and students, NTC is a popular choice in the community we serve.

Our state of the art, purpose-built school was designed to deliver an innovative educational experience. The mix of large learning zones, open spaces and traditional classrooms encourages collaborative working, teamwork and oracy development. As a technology college, we benefit from excellent ICT resources and technology related equipment with all students have access to their own school laptop. In addition, we have a Drama studio, Music suite with recording studio, fully-equipped DT space, first-class sports hall, climbing wall, multiple sports pitches, MUGA, dedicated Sixth Form area and nature reserve!

We are incredibly proud of our school and our caring nature; great importance is placed on the personal wellbeing of our staff and students. We seek to appoint like-minded professionals who share our commitment to making a positive difference to the lives of the young people under our care and guidance. Working at NTC is demanding and everyone works hard; including new colleagues. Your hard work will be appreciated, you will be provided with excellent support, continuous professional development and all resources required for your role. We are an ambitious, forward-thinking school with an exciting future.

If you do decide to apply for this role, I appreciate your investment in time and effort. Whatever the outcome, I wish you every success in the future.

Yours sincerely



Steve Gallears
Headteacher

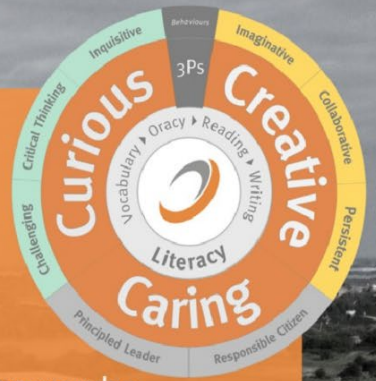
Our Vision

Going beyond with our learning to make a difference

NTC strives to reach the highest standard to foster aspirational learners who understand the value of education in creating a better future, by providing high quality teaching and learning experiences for all.

NTC will:

- Inspire and engage learners who are curious, creative and aspire to achieve.
- Develop respectful and responsible people who make a positive contribution to the community and wider society.
- Nurture confident young people whose resilience enables them to live safe, happy, healthy and fulfilling lives.
- Provide a vibrant, inclusive, supportive and secure environment with open-minded young people who celebrate diversity.
- Promote opportunities that support students in deciding and fulfilling their future aspirations.
- Provide opportunities for young people to develop individual interest and talents for lifelong learning.



ETHOS

at

Northfleet Technology College

We will develop students who are:

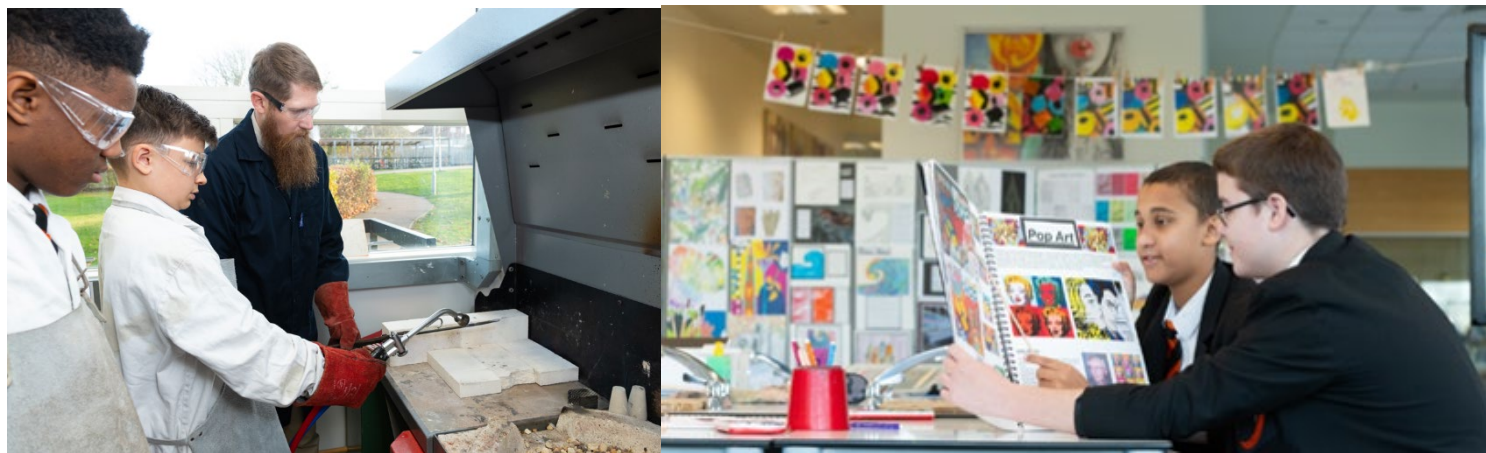
Curious to learn, use and share knowledge through being inquisitive, thinking critically and challenging.

Creative in applying learning through being imaginative, collaborative and persistent.

Caring for themselves, others and the world around through being a principled leader and taking responsibility.

Boys are actively encouraged to be 'curious, creative and caring.' Clear routines and systems contribute significantly to pupils' good behaviour and ensure they are 'prepared, polite and productive.'

Ofsted, 2022



Art & Design

At Northfleet Technology College, our Art Team nurtures creative skill and imagination through exploring materials, techniques and processes to collaboratively and independently communicate ideas. NTC students develop independence, are persistent in their efforts and encouraged to take creative risks without fear of failure.

Our faculty gives an exciting opportunity for staff to develop their subject knowledge and teaching pedagogy within a secure and supportive team. We want you to share with our students your skills and knowledge to create a secure and focused learning environment. At NTC, we focus on developing our learners to be independent, resourceful learners, and to develop their personal skills and attributes to be valued members of the local and wider community.

Art and Design is taught at Key Stage 3 – Art and Design, Key Stage 4 – BTEC Art and Design and Key Stage 5 – Art and Design. NTC students will develop their knowledge and skills within a selection of areas including printmaking, graphic design, portraiture, digital art, drawing and mark making, colour theory and historical and contemporary Art. Key Stage 4 consists of two components; creative practice in art and design and responding to a brief qualification. Key Stage 5 explores and develops art and design skills through skills development and creative projects.

Art and Design is taught in mixed ability groups and work is differentiated to reflect the wide range of abilities and capabilities among our students. During lessons, students will gain subject knowledge and skills by investigating and responding to, an authentic, engaging, and complex question, problem, or practical challenge.

We have excellent Art and Design and IT facilities and a wealth of resources that are available for use in lessons. We encourage debating activities and 'learning outside the box' to enable our students to follow our ethos of Curious, Creative and Caring learners.

Collaboration is a key part of the Art and Design team and you would be joining a very dedicated and efficient group that teaches across all three key stages.

Our team is involved in delivering exciting after school activities to enhance learning and to support with improving interpersonal and social skills. These clubs are not limited to the national curriculum content, the aim is to broaden student experience. Creative initiatives and ideas are encouraged and very much welcomed.

This is an excellent opportunity for an individual, who is as passionate about Art and Design as we are, to join a supportive, friendly and committed team dedicated to achieving the highest possible standards in both ourselves and our students.

at

Northfleet Technology College

The best way to get a feel for our school is to visit and have a guided tour of the site.

The deadline for applications will be 10am on Wednesday 8 May 2024.

- Email your completed application to stuarte@ntc.kent.sch.uk and mark for the attention of Miss E Stuart or post your application to her attention and ensure it arrives before the deadline.
- In your personal statement, give your reasons for applying for this post and say why you believe you are suitable for the position.
- Read the job description and person specification, describe any skills and experience you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff model and uphold the vision and ethos of our school. Explain how you will achieve this.

The selection panel will shortlist from the applications received, candidates will be informed soon after. The School reserves the right to interview before the application deadline.

Please note: C.V.s will not be accepted, you must complete the NTC application form.

Interviews will take place during the week beginning Monday 13 May 2024.

We reserve the right to close this advertisement early and interview ahead of the closing date, if we receive sufficient applications for the role.

Each task will be scored, those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome. We welcome future applications from you.

Interviews are a two-way process, please ask as many questions as you can and make sure you feel our school is a good fit for you.

To arrange a tour of the site or to ask any further questions, please contact office@ntc.kent.sch.uk.

'Leaders have exceedingly high expectations. They know their staff and pupils well. They are ambitious and supportive of all.'

Ofsted, 2022

THE JOB DESCRIPTION

Post Title:	Teacher Career start (UQT, GTP, PGCE, M1 & M2)
Purpose:	Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
Reporting to:	Learning Programme Director
Key Success Indicators	<ul style="list-style-type: none"> • 100% of lessons satisfactory or better • 75% of lessons good or better • Positive value added for all classes across KS3-5.
Responsible for:	Teaching and Learning
Liaising with:	Teaching and non-teaching colleagues
Working time:	Part and Full time
Salary/Grade:	M1-M2
Main (Core) Duties	
Teacher standards Part one – teaching	
Section 1 – Expectations	<ul style="list-style-type: none"> • 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 behavior which are expected of students
Section 2 – Student progress	<ul style="list-style-type: none"> • Be accountable for students’ attainment, progress and outcomes • Be aware of the students who are below, on and above target for all groups as well as strategies to deal with underachievement • 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
Section 3 – Subject knowledge	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> To have a good working knowledge of how to develop students independent learning and literacy skills. Apply these effectively in the classroom including the use of L2 and Kagan.
Section 4 – Planning	<ul style="list-style-type: none"> 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) Take an active part in joint planning sessions so that all team taught and shared space lessons are effectively delivered Take an active part in planning community hour sessions and days so that the time is used effectively to develop students personal and social skills Ensure all lessons follow the NTC lesson expectations document
Section 5 – responding to needs	<ul style="list-style-type: none"> 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 to best overcome these Demonstrate an awareness of the physical, social and intellectual development of children, and 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
Section 6 – Assessment	<ul style="list-style-type: none"> 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 feedback Ensure all written feedback follows the school marking and assessment policy
Section 7 – Student Behavior	<ul style="list-style-type: none"> Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school in accordance with the DWD 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. This includes the consistent use of vivomiles in line with school policy. 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 All zone teaching protocols are adhered to as appropriate
Section 8 – Wider professional responsibilities	<ul style="list-style-type: none"> Make a positive contribution to the wider life and ethos of the school To act as a learning coach for a group of students, monitoring progress, offering guidance and support and acting as a point of liaison for parents. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and professional support

	<ul style="list-style-type: none"> • Take part in activities which share good practice around members of staff in the school. • 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. • Attend school meetings, parents consultations and other directed time activities as shown in the school calendar
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Teacher standards Part two – Personal and professional conduct

Demonstrate consistent high standards of personal and professional conduct through;	<ul style="list-style-type: none"> • Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • Have due regard for the need to safeguard students’ well being, in accordance with statutory provisions • Show tolerance 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 • Have proper and professional regard for the ethos, policies and practices at NTC and maintain high standards of attendance and punctuality • Have an understanding of, and always act within, the statutory frameworks which set out professional duties and responsibilities
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Legislation Compliant	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of children and young people within the school • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
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Other Specific Duties

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

This job description is current at the date shown but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Role of the Learning Coach

This is an outline of the LC role to ensure a consistent approach to high quality pastoral support. The key purpose of a LC is to set an example (e.g. being punctual) and champion every student by supporting them both academically and pastorally.

Administration:	<ul style="list-style-type: none"> • Take the register timely and accurately. • Deliver all notices, information and letters to students and take in absence notes. • Check equipment and SIMS/online platforms for homework and comments. • Undertake uniform checks and follow up. • Take parents telephone calls or email enquiries and respond initially and /or refer to the relevant person in the pastoral team, within a reasonable time period as outlined in the communication protocols for students, staff and parents. Referring to your HoLC for support as necessary.
Wellbeing	<ul style="list-style-type: none"> • Conduct structured conversations with students based upon the Northfleet Technology College GREAT (Goals, Resilience, Effort, Attitude, Tools) model. Enquire about students' wellbeing, encouraging them and discussing what steps they need to take to 'stay well' and 'study well'. • Raise the importance of good punctuality and attendance. Discuss attendance and punctuality problems, referring to your HoLC where necessary for further support. • Use LC time and community time to observe students and notice any perceived changes in students' physical or mental wellbeing. Refer any concerns to the HoLC or the safeguarding team. • To create a strong community ethos, building the LC group 'team' through all school focused activities. • To be the first point of contact for parents.
Coaching	<ul style="list-style-type: none"> • Get to know every student in the LC group including specific needs such as SEN and HAG and develop positive relationships between members of the LC 'team'. • Supported by the progress manager, take note of the progress of all the students in your LC group and make effective use of progress data to inform the GREAT conversations. • Refer any major concerns that arise from knowledge of each student's emotional and physical wellbeing to the HoLC and pastoral support manager as well as recording on 'My Concern' as per school policy. • Congratulate students on good effort and organisation and discuss problems with homework, negative comments about work in lessons, referring to the community progress manager where he or she deems it necessary for rewards and/or further intervention.

Post Title:	Qualified Teacher - Post threshold
Purpose:	Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
Reporting to:	Learning Programme Director
Key Success Indicators	<ul style="list-style-type: none"> • 100% of lessons good or better • Positive value added for all classes across KS3-5 • Evidence through subject reviews show a positive impact in developing other staff members in raising attainment, developing resources or improving T&L.

Responsible for:	Teaching and Learning
Liaising with:	Teaching and non-teaching colleagues
Working time:	Part and Full time
Salary/Grade:	M3 & Over
Main (Core) Duties	
Standards preamble	Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
Teacher standards Part one – teaching	
Section 1 – Expectations	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect and supporting less experienced teachers in team taught lessons. • Promote collective responsibility of high expectations across the school. • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behavior which are expected of students
Section 2 – Student progress	<ul style="list-style-type: none"> • Be accountable for students’ attainment, progress and outcomes • Be aware of the students who are below, on and above target for all groups as well as strategies to deal with underachievement • Work with other members of the subject team to develop strategies to raise attainment • Develop an active understanding of the progress of the subject towards targets and your role in achieving those targets through your own classes and supporting others • Be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these • Make a positive contribution to the development of other teachers in the learning set or across the school, including the adaption of work to suit students individual needs. • Guide students to reflect on the progress they have made and their emerging needs • Demonstrate substantial knowledge and understanding of how students learn and how this impacts on teaching, share this knowledge with colleagues to ensure students make progress across the learning set. • Encourage students to take a responsible and conscientious attitude to their own work and study
Section 3 – Subject knowledge	<ul style="list-style-type: none"> • 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 • Use subject knowledge to write high quality SOW and resources that can be used by all appropriate teachers • 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

Section 4 – Planning	<ul style="list-style-type: none"> • 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) • Take an active part in joint planning sessions so that all team taught and shared space lessons are effectively delivered • Ensure all lessons follow the NTC lesson expectations document • Plan and implement, where appropriate, enrichment activities which support learning and engage students.
Section 5 – responding to needs	<ul style="list-style-type: none"> • 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 to best overcome these • Demonstrate an awareness of the physical, social and intellectual development of children, and 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 • Take an active role in the development of learning set/school policies with regard to students welfare and learning.
Section 6 – Assessment	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Take an active role in shaping the effectiveness of marking and assessment in the learning set. • 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 feedback • Ensure all written feedback follows the school marking and assessment policy
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Section 8 – Wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Organise school visits and external visitors as appropriate to enhance the curriculum and learning experience for students • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and professional support • Contribute to the professional development of other staff through coaching mentoring and joint professional development. • Deploy support staff effectively and liaise with LPD on any issues • 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 wellbeing. • Attend school meetings, parents consultations and other directed time activities as shown in the school calendar
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Teacher standards Part two – Personal and professional conduct

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Legislation Compliant	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of children and young people within the school • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
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Other Specific Duties

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Administration:

- Take the register timely and accurately.
- Deliver all notices, information and letters to students and take in absence notes.
- Check equipment and SIMS/online platforms for homework and comments.
- Undertake uniform checks and follow up.
- Take parents telephone calls or email enquiries and respond initially and /or refer to the relevant person in the pastoral team, within a reasonable time period as outlined in the communication protocols for students, staff and parents. Referring to your HoLC for support as necessary.

Wellbeing

- Conduct structured conversations with students based upon the Northfleet Technology College GREAT (Goals, Resilience, Effort, Attitude, Tools) model. Enquire about students' wellbeing, encouraging them and discussing what steps they need to take to 'stay well' and 'study well'.
- Raise the importance of good punctuality and attendance. Discuss attendance and punctuality problems, referring to your HoLC where necessary for further support.
- Use LC time and community time to observe students and notice any perceived changes in students' physical or mental wellbeing. Refer any concerns to the HoLC or the safeguarding team.
- To create a strong community ethos, building the LC group 'team' through all school focused activities.
- To be the first point of contact for parents.

Coaching

- Get to know every student in the LC group including specific needs such as SEN and HAG and develop positive relationships between members of the LC 'team'.
- Supported by the progress manager, take note of the progress of all the students in your LC group and make effective use of progress data to inform the GREAT conversations.
- Refer any major concerns that arise from knowledge of each student's emotional and physical wellbeing to the HoLC and pastoral support manager as well as recording on 'My Concern' as per school policy.
- Congratulate students on good effort and organisation and discuss problems with homework, negative comments about work in lessons, referring to the community progress manager where he or she deems it necessary for rewards and/or further intervention.

THE PERSON SPECIFICATION

Assessment Key:		A = Application Form	I = Interview	RE – Reference	AS - Assessment
Education & Qualification		Essential	Desirable	Assessment	
1	Qualified Teacher Status.	✓		A	
2	Good educational background including a good Honours Degree or equivalent.	✓		A	
3	Evidence of continuing professional development.		✓	A/I/R	
Experience		Essential	Desirable	Assessment	
4	Excellent classroom practitioner.	✓		A/I/RE/AS	
5	Excellent subject knowledge.	✓		A/I/AS	
6	Experience of working in at least one key Stage	✓		A/I/AS	
7	Experience of curriculum planning and delivering fun, engaging and challenging lessons	✓		A/IAS	
8	Experience of working successfully with students with Special Educational Needs	✓		A/I/AS	
9	Evidence of securing good or outstanding progress & outcomes for whole cohorts, individuals or groups		✓	A/I/RE/AS	
10	Sound ICT knowledge relating to class teaching, able to demonstrate effective use of ICT to enhance teaching and learning	✓		A/I/RE/AS	
Knowledge & Skills		Essential	Desirable	Assessment	
11	Sound knowledge of the National Curriculum or Development Matters documentation	✓		A/I/AS	
12	An understanding of curriculum and pedagogical issues relating to learning and teaching	✓		I/AS	
13	Knowledge of effective strategies to include, and meet the needs of all students, in particular underachieving groups of students, students with EAL and SEN	✓		I/AS	
14	Familiarity with KS3 and 4 assessments.		✓	I	
15	Evidence of both curricular and pastoral responsibilities.	✓		A/I/AS	
16	Understanding of and commitment to teaching standards.	✓		A/I	
17	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE	
18	Ability to contribute to team meetings and share/deliver ideas	✓		A/I/RE	

19	Able to use assessments of students' learning to inform future planning	✓		A/I/RE
20	Ability to plan and work collaboratively with colleagues	✓		A/I/RE
21	Experience of using positive behaviour management strategies to reinforce good learning behaviours	✓		I/RE
Personal Qualities		Essential	Desirable	Assessment
22	A reflective practitioner who sets high expectations of themselves	✓		I/AS
23	Honest & reliable	✓		RE
24	Excellent interpersonal and communication skills.	✓		I/RE/AS
25	Can work as part of a supportive team			RE
26	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
27	Professional approach when dealing with all issues, students and staff.	✓		I/RE/AS
28	Commitment to continual School & Personal improvement and challenging norms.	✓		A/I/RE/AS
29	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/AS
30	Clear, fully inclusive, educational philosophy.	✓		A/I
31	Positive and enthusiastic approach towards work.	✓		I/AS
32	Willingness to undergo further training and development.	✓		I
33	Can seek support and advice when needed	✓		I/AS/RE
34	Ability to motivate colleagues by example		✓	I
35	Can demonstrate commitment to the wider life of the school		✓	I
School Policies		Essential	Desirable	Assessment
36	Support the School's policies on safeguarding and child protection	✓		A/I
37	Commitment to Equal Opportunities; the ability to support and develop the School's Equal Opportunities policies.	✓		A/I
Other		Essential	Desirable	Assessment
38	Flexibility of working hours	✓		A/I

THE JOB ADVERT

Art and Design Teacher

Required for September 2024 start (or sooner). Salary M1-UPS3 dependent on experience: £30,000 - £46,525 (This role would be well suited to an Early Career Teacher).

- Are you passionate about developing students' curiosity in Art and Design?
- Are you an excellent classroom practitioner who has a passion to support others?
- Do you believe in inspiring young minds to creatively apply their learning?

If you feel that you can answer 'Yes' to all of the above, Northfleet Technology College is the school for you! We are seeking a creative and caring Art and Design practitioner with a focus on Design to join our passionate team. We have excellent resources and a forward thinking ethos, with the aim for all students to achieve the highest standards.

We are looking for a person to take on this exciting role who can demonstrate the following:

- Qualified Teacher Status (with an appropriate degree or desire to train)
- The ability to set high expectations for students behaviour & achievements
- The capacity to work collaboratively in a team.
- A secure knowledge and understanding of the curriculum and pedagogy.
- A passion to go beyond in developing staff and wider school improvement priorities.

If you relish the opportunity to work with a diverse & exciting teaching environment, with highly motivated students and a supportive Leadership Team, then Northfleet Technology College would welcome your application. This post has safeguarding responsibilities that require you to be engaged in regulated activity and contact with children.

All positions that involve working with children in regulated activity are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Candidates applying for a vacancy will be asked to complete a Self-Disclosure form on which they will be asked to disclose any relevant convictions, court orders, reprimands, warnings, or other matters which may affect an applicant's suitability to work with children.

In order to apply for this position, please complete and submit the NTC Application Form, CVs will not be accepted.

Appointment will be subject to satisfactory recruitment & vetting checks including 2 references. Our school and all its personnel are strongly committed to safeguarding and promoting the welfare of the children. The post is subject to safeguarding checks including an Enhanced Disclosure application to the Disclosure & Barring Service and in accordance with the requirements of Keeping Children Safe in Education (2022), NTC will undertake an online search via engines and social media platforms of publicly available information concerning all short listed candidates.