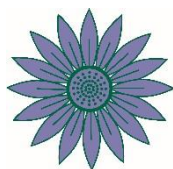


**Mayfield Grammar School
Gravesend**

**Appointment of
Teacher of Art & Photography (Maternity Cover)
required from September 2023
to February 2024**

Closing date: 10.00 a.m. on Monday 12th June 2023
Interviews will be held shortly after the closing date



Mayfield Grammar School Gravesend

Pelham Road, Gravesend, Kent DA11 0JE
Telephone: 01474 352896 Fax: 01474 331195
Website: www.mgsg.co.uk Email: enquiries@mgsg.kent.sch.uk

Teacher of Art & Photography (Maternity Cover) **ECT/Main Professional Scale/UPS**

The school wishes to appoint an enthusiastic and committed teacher who is able to teach Art to GCSE and A Level and Photography to GCSE Level.

We are looking to appoint a well-qualified colleague who is flexible, highly motivated and creative with a good knowledge of their subject. This department is fortunate to be benefitting from new facilities.

The person appointed will receive high quality CPD, mentoring and support as well as a wealth of opportunities to develop their practice. There is also plenty of scope to be involved in a wide range of extra-curricular activities.

The school has a high profile for achievement locally and nationally and prides itself on its strong record of internal professional development.

Further details and an application form are available from the Staff Vacancies section of the school website www.mgsg.co.uk

Applications made via TES Online will be accepted.
CVs will not be considered and should not be submitted.

All applications with a covering letter addressed to Mrs E Wilson, Headteacher must be received by **10.00 a.m. on Monday 12th June 2023**

Interviews to be held shortly after the closing date

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Mayfield Grammar School, Gravesend

Mayfield Grammar School, Gravesend is a selective girls' school with boys in the sixth form which is situated in the town of Gravesend, with easy access to the A2 and M25 and a direct rail link to Charing Cross. In February 2012 we converted to Academy Status and the school celebrated its Centenary throughout 2014/15.

The school occupies two sites. One houses the original 1926 building with its distinctive quadrangle and bell tower, surrounded by its playing fields. New Science, Technology and Dining facilities opened across 2020-2021. Our second site has specially designed facilities for Technology, Sports and Drama which opened in 1995. There is ICT provision on both sites and a new teaching block which houses our Learning Resources Centre, Music, Multi-purpose Sports Hall, additional classrooms and specialist IT rooms.

The school is an 11-18 grammar school. Entry at age 11 is via the Kent 11 plus selection procedure comprising nationally standardised Verbal, Non-Verbal and Mathematics tests. The procedure allows admission of the top 25% of the ability range. An optional additional opportunity to assess eligibility for admission is available through the Mayfield testing procedure.

The school was judged to be Outstanding by Ofsted in June 2013. Ofsted reported that "achievement in all subjects including English and Mathematics is exceptionally high" and that "The behaviour of students is exemplary. They engage enthusiastically with their learning, are courteous, polite and keen to contribute fully to the life of the school".

We are an outward looking school determined to provide the highest quality education by capitalising on opportunities available to the school. We work as a team where the contributions of all the staff are equally valued. We place major importance on providing new staff with an effective induction into the school and all staff are constantly seeking to improve their professional practice through external and internal training. Governors, parents and the community are extremely supportive of the work of the school.

The Senior Team consists of the Headteacher, a Deputy Headteacher, Senior Assistant Headteacher and five Assistant Headteachers. Curriculum Leaders lead their subject teams to ensure a high-quality teaching and learning experience for all our pupils. Pastoral care is led by an experienced team of Learning Leaders who work with Form Tutors and are supported by Key Stage Co-ordinators (AHTs) and the Senior Assistant Headteacher. A House System was introduced in September 2014. Merit points are given to students during the year and the Aster Trophy is awarded to the House with the most points overall at the end of the academic year.

The curriculum follows National Curriculum guidelines. All students have the opportunity to gain ten or eleven GCSEs at the end of Year 11.

There are circa 1319 students on roll, 320 of whom are in the Sixth Form.

The school PAN is 210 for year 7 entry.

Extra-curricular activities include a full sporting programme, choirs, orchestras and other club activities. A large number of students participate in the Adventure Service Challenge (Lower School) and the Duke of Edinburgh Award Scheme (Upper School and Sixth Form). There are Conferences, the Graduation Ball and many other opportunities for students to participate in events outside their classroom studies. The school enjoys strong links with the local business community and runs a full Careers (CEIAG) programme. The school runs an extensive programme of trips and visits both locally, nationally and abroad for all year groups.

Mayfield Grammar School is a happy community where we foster excellent relationships between staff and students.

This is a non-smoking school.

Anyone interested in the school is welcome to visit our website at www.mgsg.co.uk

Mayfield Grammar School, Gravesend

Art Department

Due to the expansion of the school, an opportunity has become available for a suitable candidate to join the Art Department. The person appointed will join a lively, enthusiastic and academically successful Department.

Miss Vicki Turner Subject Leader for Art and Photography

Creative Arts Art & Design Subject Leader: Miss V Turner

The Year 7 Art and Design course focuses on developing a foundation of practical skills whilst encouraging students to be creative in exploring visual ideas. Students begin by drawing from direct observation then experience a range of materials and techniques centred largely around various still life projects. A balanced programme of art, craft and design activities will include work in two and three dimensions and on a variety of scales. An exploration of the work of artists will complement developing ideas. Students will begin to analyse images critically using specialist vocabulary which will inform their own practical work. The focus in the first half of the year is on still life. Students will build a repertoire of drawing skills whilst exploring the formal elements line, shape, tone and form. Students are introduced to sculpture in the form of a ceramics workshop in the latter half of the year.

Art & Design Subject Leader: Miss V Turner

The Year 8 Art and Design course focuses on an exploration of the formal elements colour and texture. Colour mixing and colour theories will be applied as experimental work evolves using mixed media, painting and print making techniques. Students will increasingly generate and make use of preparatory studies in their completion of more complex project work where the themes for the year will be based around natural forms, animals and self-portraiture. Discussions will encourage students to take risks and to review and refine their work. Sketchbooks will continue to support this. The work of artists from a range of backgrounds and different points in history will be critically analysed and will inform developing ideas. Students gain a greater understanding of the context and purpose of Art works and will express their own views.

Art & Design Subject Leader: Miss V Turner

The Year 9 programme teaches the foundation skills required for the GCSE Art & Design course. The first project investigates form and space with a focus on the techniques used to create the illusion of depth. The principles of perspective inform the creation of interiors and exteriors. The second half of Year 9 is devoted to a photography project on the theme of identity and a mini GCSE project, ideas for which evolve from a GCSE style examination paper. This final project revisits observation drawing and allows students to interpret their chosen title, selecting media and applying the technical skills that they have accumulated. Students build a portfolio of work during this enquiry-based project which offers greater freedom and encourages independent learning. Students will be introduced to new methods in the presentation of their sketchbook. Visually recorded information and ideas for independent work will be annotated to show critical review. Students will be required to critically analyse, interpret and engage with the work of artists, making connection with their own work. They will use appropriate specialist vocabulary when referring to Art works and will demonstrate an appreciation of context and purpose. By the end of the year, students will have an appreciation of the journey that a project takes from the starting point through to the final outcome. They should be willing to take risks and will be able to review, refine and modify their own work. Skills developed in Art and Design contribute towards many subject areas. Skills are developed in research, investigation, observation and recording as well as encouraging students to work expressively and imaginatively.

Year 9 Option Subjects

The GCSE Art & Design course builds an essential foundation of creative skills and is open to all students who show interest, enthusiasm and commitment for work in any area of Art. Within the Fine Art title students have the opportunity to gain experience in a wide range of media and approaches. This may include sculpture, printmaking, photography, in addition to painting and drawing with a wide variety of materials. You will be

encouraged to work imaginatively and expressively as well as learning the practical and transferable skills of problem-solving, observation, interpretation and presentation. The course is mainly practical and lasts two years, during which time you are expected to build up a collection of Portfolio work and to complete an Externally Set Assignment. Recording and communication through purposeful drawing and written annotation are integral to the development of both of these components. The Portfolio of work will include three sustained projects on the themes of 'Organics and Mechanics', 'Self-Portraits' and 'Shelters and Sanctuaries'. Students will follow a personal journey in response to each starting point which will culminate in a final piece or final pieces. Work towards this component is produced throughout the course and represents 60% of your final mark. The Externally Set Assignment paper will offer you a choice of questions/starting points from which you will choose one. You will have a set time frame in which to produce supporting studies and to develop ideas towards a final piece which is created during the ten hour timed assessment. The complete collection of work for the Externally Set Assignment makes up the remaining 40% of your GCSE mark. During the initial stages of the course you will find that work is quite specific and your teacher will give you direct guidance. As you acquire increased confidence, you will be expected to interpret and research a given theme more independently, using the skills, techniques and processes that you have learnt. You will study the work of artists, designers and craftspeople from past and contemporary artists as an integral part of each of your projects. Gallery visits in both Years 10 and 11 provide you with the opportunity to research and view real Art works at first hand. The GCSE Art course opens many opportunities for further study. It is an essential requirement for higher education leading to careers in the following fields: architecture, advertising, teaching creative arts subjects, graphic design, interior design, fashion design, photography and digital imaging, theatre/set design, costume making and jewellery design.

Year 9

We introduce the foundation photography skills and conceptual analysis for GCSE Photography via a mini GCSE-style project. Within this, we apply the GCSE AOs which is graded using the GCSE exam board specification.

GCSE – Year 10

Identity and the Human Condition (Project One):

We take a deeper look into what it means to be human and how to visualise aspects of human existence through photography. Student projects could be based around, mental health, gender, sexuality, appearance, disability, personal life, family life, religion and culture. Artists such as Matthieu Bourel, John Stezaker, Bobby Neel Adams, Jose Romussi and Ashkan Honarvar are carefully considered and critically evaluated throughout this module to encourage student responses and creative thinking.

Local Landscapes (Project Two):

This project gives students a chance to work with film cameras and have an introduction to darkroom techniques with black and white film development. All students will be invited to join a field trip to a local country park to take their photos using film cameras, before small group workshops in the darkroom on their return.

Artist focus for this module lies with the work of Ruth Van Beek, Jesse Draxler, Ansel Adams, Fay Godwin, Edward Weston and Antoine Seguin.

All projects conclude with a series of students' own imagery that are derived from their own experience and influence from the artists and photographers studies within each module.

GCSE -Year 11

Voice for Change (Project Three):

This project embraces current affairs and social politics, as well as looking at the history of art and contemporary artists. Students will create work heavily based on concept, while having access to all darkroom film processing as well as creating digital outcomes. Students also explore lino printing onto their photographs with symbolic hand cut stamping and printing.

Themes include:

- climate change and saving the environment
- LGBTQ+ rights and activism
- the fight for racial equality and the championing of culture
- women's rights and feminism
- animal rights
- veganism

Examination projects rely on skills, techniques and processes built from the end of Year 9 and 10 to form an independent, externally assess project and final series of images. GCSE final outcomes are created with links to artists both conceptually and visually.

GCSE Photography Specification

A level

A Level Photography takes an independent approach to harnessing all skills from GCSE and students learn to creatively implement independent projects. Students are encouraged to use the darkroom as much as possible, alongside their digital photographs.

A Level Art and Design Specification

Academic Literacy in Photography

We champion research into contemporary Art as well as the history of Art and focus many lessons from Year 9 upwards on the conceptual nature of Fine Art and Photography, conducting in depth explorations into the key ideas and compositions of subject related pieces. Students are expected to conduct research and critically analyse sources, to inform their own practical work.

Sixth Form

Please see the Sixth Form Options Booklet available on the school website.

Mayfield Grammar School, Gravesend

Job Description

Post Title:	Classroom Teacher (Art & Photography)
Post Holder:	
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/Form Tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To play a full part in the life of the school community, to support its distinctive ethos and to encourage colleagues and students to follow this example.
Reporting to:	Subject Leader
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area development plan and its implementation. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Faculty and/or Subject Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development within the subject area and change so as to ensure the continued relevance to the needs of the students and the school's Strategic Objectives. • To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
<u>Staffing</u> Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal Review process. • To ensure the effective/efficient deployment of classroom support where appropriate. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
Teaching:	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

	<ul style="list-style-type: none"> • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials/share with colleagues in the team. • To use a variety of teaching and learning approaches which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To communicate effectively with the parents of students as required. • To maintain appropriate records and to provide relevant accurate and up to date information for the management information system. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
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<p>Form Tutor Role:</p>	<ul style="list-style-type: none"> • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To be the first point of contact for students in the tutor group for both academic and welfare concerns. • To maintain effective communication between students in the tutor group, staff and parents in relation to the students' progress and welfare. • To liaise with a Learning Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies and remain with them as appropriate, encourage their full attendance at all lessons and their participation in other aspects of school life, including form assemblies and form council meetings. • To evaluate and monitor the progress of students and keep up to date student records as may be required. • To contribute to the preparation of Action Plans, progress files, reviews and school reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with outside agencies. • To contribute to PSHE and citizenship and enterprise learning according to school policy. • To apply the Behaviour Management systems so that effective learning can take place. • To make effective use of form time to progress student learning.
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<p>Other Specific Duties</p>	<ul style="list-style-type: none"> • To support the school in meeting its legal requirements for worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To know and follow school policy and statutory guidance with regard to the welfare and safeguarding (including Prevent and FGM) of all students in your care. • To support the wider life of the school by supporting (when requested) the Mayfield Challenge Co-ordinator in attending the camps that operate in Year 7 and Year 8 or/and support the school's DofE (<i>Duke of Edinburgh's Award</i>) Leader (when requested) by attending expeditions/training days as appropriate. A separate allowance may be applicable for certain activities. The school will seek staff volunteers in the first instance to support these activities before requesting individual staff to participate as laid out in this job description. • To support Sixth Form students in the completion of the EPQ as directed by the school. This will include monitoring student progress and assessment of student work. • To undertake any other duty as specified by STPCB not mentioned in the above.
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff are expected to undertake any other duties as may be reasonably expected.

Staff are expected to uphold the ethos of the school in all aspects of their work.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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

Sign:

Date: