



St Michael's Church of England High School
A Church of England Academy

Growing in Body, Mind and Spirit

Head of Art / Art Textiles



Candidate Information

Welcome

Thank you for your interest in the position of Head of Art / Art Textiles currently being advertised at St Michael's CE High School, a Church of England Academy.

Our Vision and Christian Ethos

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION




Our motto is **'Therefore choose [life]'** from Deuteronomy.

We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may **flourish**, experiencing the joy and hope of **'Life in all its fullness'**.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

We aim to achieve this mission through a Christian learning experience which focuses on opportunities for growth in body, mind and spirit:

| | |
|---|--|
|  <p>BODY</p> | The safety, happiness and wellbeing of pupils is paramount. At St Michael's it's not just that 'every child matters' but more crucially, that they know that they matter. |
|  <p>MIND</p> | High expectations and aspirations in all areas of school life create a disciplined and ordered learning environment. Our ambitious, knowledge rich and carefully sequenced curriculum, combined with evidence informed pedagogical approaches, creativity and enthusiasm help to engender a life-long zest for learning and secure excellent pupil outcomes. |
|  <p>SPIRIT</p> | Pupils are supported to find for themselves the person that they aspire to be, the person that God wants them to be and really experience the joy and hope of 'life in all its fullness'. (John 10:10) |

We hope that through opportunities to grow in body, mind and spirit our young people and staff will flourish.

As a thriving, oversubscribed Church of England Academy within the Diocese of Blackburn, our values are rooted in the Christian faith. Serving God, pursuing excellence and celebrating the uniqueness of each individual are at the heart of our distinctive ethos. We create and sustain our caring Christian community by encouraging positive supporting relationships based on Christian values and striking a genuine balance between the highest academic standards and opportunities for personal development and spiritual growth.

Worship is at the heart of our school life and is led by various staff, the Christian Youth Worker and/or pupils, with occasional support from local clergy or visitors. The school Chapel Choir (Hughes Tutorial) and the use of The Arts help to create a contemporary vibrant experience. Each day begins with a year group worship, assemblies and school prayers. In addition, we hold Eucharist services in the school chapel throughout the year both at the start of the day and at lunchtimes during Advent and Lent. These services are led by various members of the local clergy who are always willing to support the school.

The chapel in the magnificent Armstrong Centre is also used for staff prayers and reflections. We hope that the school's distinctive Christian ethos shines through in all aspects of our life and work here. Our belief and vision at St Michael's is based on a shared understanding that education is about much more than qualifications and success in pupil outcomes, as essential as they are. Educating for Spiritual growth acknowledges that we should focus on more than the development of a physical body and mind and embrace the opportunity to reach into the heart and soul of our young people too. This growth cannot be measured in league tables or statistics, although academic success might be the visible fruit of this growth.

Pupil Outcomes

We are a high achieving school committed to the pursuit of academic excellence, with 91.1% of pupils achieving grade 4 or above in both English and maths, and attainment 8 at 58.9 (equivalent to an average grade 6 in all subjects). In 2025 34.2% of all GCSE results were grade 7 or above.

The school is consistently in the top 10% of non-selective schools nationally for pupil attainment and the top 20% for progress. (SSAT)

Although these high academic standards have been sustained for many years there is no sense of complacency. We are confident that our pupils are provided with a rigorous and productive learning environment where they are both challenged and supported. Pupils who leave St Michael's are confident, articulate, resilient and well prepared for college, university, apprenticeships and their next steps. Details of our curriculum offer is available on the website.

Personal and Spiritual Development

All staff take responsibility for behaviour and wellbeing around school on a day-to-day basis and model the qualities and Christian values we believe are important for children and adults to flourish.

The school has a unique, highly acclaimed and multi-faceted programme of Personal and Spiritual Development. This includes a Character and Spiritual Education lesson in Year 7, a planned assembly programme, fully resourced and planned programme of Personal and Spiritual Development (PSHEE) lessons led by tutors, and a highly acclaimed Curriculum Enrichment Programme in Year 9 which facilitates extensive links with organisations in the local community and provides all of our young people the opportunity to achieve the Duke of Edinburgh Bronze Award.

The school has recently been re accredited with the Holocaust Beacon Award (April 2024) and the RE Quality Mark Gold (2023). In 2025 we became the first secondary school in the UK to be awarded the Global Neighbours Gold Award.

We have numerous pupil leadership roles within school and an active social action committee. Each year group is usually linked to a particular charity. However, for the last two years we have embarked on a whole school project raising over £65,000 for our Zambia '24 Appeal. There is an extensive array of wider-curricular activities. Our biennial school production is always a superb event, and our trophy cabinet is testament to the school's excellent success in numerous sports.

Staff

The team of staff at St Michael's is exceptional and fully committed to enabling every young person in our community to flourish and embrace the myriad of opportunities available. All staff teach their subject specialism and have been supported in enhancing their practice through research informed pedagogical approaches to learning and teaching. Outstanding care and support is provided to pupils and staff in line with our Christian ethos. The large number of support staff are also an essential part of 'Team St Michael's' in helping to secure our vision and high expectations.

The school provides an excellent professional development programme, combining in-house whole school training, specialised training appropriate to career stage, in addition to external courses and conferences. The school has over 20 staff following various NPQs all with the Church of England. The school really does benefit from the commitment and dedication of its highly skilled staff and leadership team.

I hope the information provided on our website gives you a clear flavour of our ethos, of what to expect at St Michael's and also helps you to prepare for the application process.

I look forward to receiving your application.



Mrs Rachel Rongong
Headteacher

The Technology Department

The technology curriculum area (comprising design & technology, art textiles, food preparation and nutrition and art and design) is an enthusiastic and dedicated curriculum area of specialist teachers. We are committed to encouraging and developing creative flair and a passion for problem solving in our young people at St Michael's.

We aim to support our young people in developing the skills, confidence and competence to take risks to help them become resourceful, innovative, enterprising, and capable citizens, both individually and as members of a team.

In Years 7, 8 and 9 pupils visit the four areas (art, D&T, FPN, textiles) on a carousel. Pupils visit each of the areas every year and rotate from one subject to another. The subjects are all offered at GCSE.

The art and textile department's aims are to provide pupils with an inspiring, exciting and rewarding art and design education. We want to encourage pupils to be curious about the world around them, to cultivate a sense of enjoyment, wonder and cultural awareness and to appreciate the many forms art and design can take. The art and textiles GCSE results for 2025: 96% pupils achieved grades 4+, 85% achieved grades 5+, 49% achieved grades 7+.

The department is well resourced. There are two dedicated FPN rooms, two fully equipped DT rooms, a specialist textiles room and two multimedia art rooms (kiln, sewing machines, PCs, general art materials). All rooms have interactive CTouch screens.

Letter from the Chair of Governors



Thank you for requesting details for the post of Head of Art / Art Textiles at St Michael's Church of England High School.

An extensive range of information about the school is available on the website. However, the governors are proud to emphasise the 'excellent' SIAMS inspection in November 2018, our super Ofsted report, November 2022 and our Holocaust Beacon School status (renewed April 2024). These were achieved by a whole school community approach of teachers, support staff, pupils, parents/carers and governors working together.

The strong academic, sport, and performing arts record is supported by the active Christian ethos apparent throughout the school, providing the opportunity for pupils to grow in body, mind and spirit. Staff focus on continually raising attainment, encouraged by inspiring, experienced, forward-thinking leadership and management.

Thank you for your interest and I look forward to hearing from you.

Yours sincerely
Mr C M Metcalfe
Chair of Governors



Letter from the Head Girl and Head Boy

We really appreciate your interest in the role of Head of Art / Art Textiles at our school. St Michael's is a fantastic school with exceptionally high standards, allowing pupils to develop both academically, physically, socially and spiritually.

'Team St Michael's' is a phrase used regularly within our school life. The 'team' encompasses parents/carers, pupils, staff and governors, who all work closely together allowing pupils to flourish. This 'team' helps create a strong pupil teacher relationship based on mutual respect and a sense of Koinonia. Exceptional examination results already demonstrate that this is in place.

Christianity is at the heart of all that happens at St Michael's. 'Growing in body, mind and spirit' is the school's philosophy. At St Michael's, pupils' faith in Christianity is developed and encouraged. Each year group has a weekly worship, tutorial worship and prayers every morning and Christian values are embedded within lessons, helping to produce a supportive, compassionate environment.

St Michael's really is a fantastic place to learn. Pupils experience engaging and productive lessons, which challenge and support us.

'Celebrating the uniqueness of each individual' is another key focus, which is already well integrated into school life. We hope the member of staff appointed will be passionate and enthusiastic and willing to go the extra mile to support us in all that we do.

Yours sincerely
Evelyn and James
(Head Girl and Head Boy 2025-26)





Application Process and Information

Subject Head of Art / Art Textiles – Permanent Full Time
MPR/UPR
TLR2.1 £3,527

Closing Date for Applications: 9am Friday 1 May 2026
Interviews: Friday 8 May 2026
Start Date: September 2026

Applicants are asked to provide a fully completed application form and a supporting letter (no longer than 2 sides of A4 in length in **Arial point 12**) that clearly sets out how your experience to date prepares you for the advertised post (with reference to the job description and person specification).

Applications should be returned by email to: vacancies@saint-michaels.lancs.sch.uk by **9.00am on Friday 1 May 2026**

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.



Person Specification – Head of Art / Art Textiles

The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.

Note: Candidates failing to meet any of the essential criteria will automatically be excluded.

Section A: Qualifications, Experience and Professional Development

| Training and Qualifications | E/D | Source |
|---|------------|---------------|
| Supportive of the strong Christian ethos of the school | E | A/I |
| Practising Anglican | D | A/I/R |
| Qualified Teacher Status (or pending) | E | A |
| Good Honours Graduate in relevant and appropriate discipline (or appropriate conversion course) | E | A |
| Professional Development and Teaching Experience | | |
| Recent professional development relevant to the applicant's current role | E | A/I |
| Significant and relevant teaching experience in the secondary phase (KS3 & KS4) | E | A |
| Evidence of high levels of success in external examinations | D | A/R |
| Leadership and Management Experience | | |
| Successful leadership experience within a secondary school setting | D | A/R |
| Active involvement in self-evaluation and improvement planning | D | A/I/R |

Section B: Professional Knowledge, Skills and Understanding

| | | |
|---|---|-----|
| Ability to articulate a sound educational philosophy in line with St Michael's whole school aims | E | A/I |
| Thorough knowledge of the National Curriculum for Art / Art Textiles and GCSE specifications | E | A/I |
| Knowledge of GCSE Photography specifications | D | A/I |
| Knowledge of the Ofsted Inspection Framework | E | I |
| Ability to apply research to professional situations, both practical and theoretical | E | A/I |
| Knowledge of current curriculum developments and their implications | E | A/I |
| Committed to personal continuous professional development | E | A/R |
| Ability to produce and interpret data effectively to assess prior attainment, set targets and monitor progress and summarise findings with actions for further improvements | E | A/I |
| Ability to use ICT skills effectively and awareness of their application in learning and teaching. | E | A/I |
| Resilience and ability to manage and prioritise workload | E | A/I |
| Excellent organisation and time management skills | E | A/I |
| Ability to demonstrate a commitment to the Equal Opportunities Policy | E | I |
| Awareness of Health and Safety issues in class and on educational visits | E | A/I |

Section C: Personal Skills and Attributes

| | | |
|--|---|---------|
| Commitment and enthusiasm for young people and their learning | E | A/I/L/R |
| High expectations and aspirations for pupils | E | A/I/L |
| Excellent interpersonal and communication skills leading to great working relationships with pupils and other colleagues | E | A/I/R/L |
| Ability to collaborate and network effectively within and beyond school including with parents and external providers | E | A/I/R |
| Ability to prioritise, plan and organise themselves to achieve objectives, having integrity and an eye for details | E | A/I/R/L |
| Display high professional standards in dress, attendance and punctuality in line with the Staff Code of Conduct | E | I/R |
| Suitability to work with children and a satisfactory DBS clearance | E | A |

Section D: Confidential References and Reports

| | |
|---|---|
| Positive and supportive faith reference from the priest/minister where the applicant regularly worships | D |
| Positive recommendation from all referees, including current employer | E |

KEY

E = Essential

D = Desirable

A = Application

I = Interview

R = References

The successful candidate will work under the direction of the Curriculum Leader for Technology. As a vibrant and successful school there are many demands on time, so flexibility and the ability to work under pressure are essential skills for this post; although you will benefit from working alongside supportive colleagues in a well-established team.



Job Description – Head of Art / Art Textiles

Line Manager: Curriculum Leader for Technology

Our mission statement:

*As a vibrant learning community we choose to
Serve God
Pursue Excellence
and
Celebrate the uniqueness of each individual*

Responsible to: Mrs R Freer; Curriculum Leader for Technology

Job Purpose: To raise standards in the subject area by providing high quality leadership and management.

Line Manager for: Staff within the subject area.

The role focuses on five key areas:

- Supporting and enhancing the distinctive Christian ethos (including personal and spiritual development)
- Securing high quality learning and teaching
- Strategic direction and development of the subject area
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Within these five key areas, the core responsibilities are:

A: Supporting and enhancing the distinctive Christian ethos (including personal and spiritual development)

- To maintain and promote the Christian ethos of the school by providing opportunities for pupils to grow in body mind and spirit so they might flourish and experience the hope and joy of life in all its fullness (in line with our theologically rooted Christian vision).
- To contribute actively to the personal and spiritual development of pupils:
 - providing opportunities to discuss relevant careers and post-16 opportunities,
 - liaising with alumni,
 - promoting Fundamental British Values,
 - creating opportunities for social, moral, spiritual and cultural education
 - promoting healthy living
 - providing plentiful opportunities for character development and growth

B: Securing high quality Learning and Teaching

- To set the highest standards of learning and teaching for the department by modelling stimulating and challenging lessons which motivate and inspire pupils.
- To monitor and evaluate the effectiveness of learning and teaching through ongoing quality assurance including observation and feedback, work review, pupil voice, monitoring of lesson planning, analysis of assessment information and through identification of areas for improvement.

- To enhance the quality of learning and teaching by implementing evidence informed practice both within and beyond the subject area, modelling, team teaching, offering constructive feedback, collaborative planning and where appropriate targeted support and training.
- To monitor the effective use of home learning tasks, ensuring consistency in home learning activities throughout the subject area and maintaining an appropriate level of challenge.
- To ensure all school policies are adhered to within the subject area, e.g. safeguarding, learning framework, boy/girl seating, behaviour for learning and assessment/feedback policies.
- To promote positive behaviour in classrooms and throughout the school through monitoring the implementation of the behaviour for learning policy within the subject area, liaising with Pupil Managers and wellbeing officers as appropriate.
- To maintain excellent relationships with pupils, support colleagues and exercise appropriate authority and act decisively liaising with parents when necessary.

C: Strategic direction and development of the curriculum area

- To have a clear curriculum intent.
- To have a secure knowledge of the relevant subject(s) within the subject area and pedagogical approaches in order to guide and support staff in effective learning and teaching, including memory techniques, disciplinary literacy and scaffolding strategies, for example
- To develop, establish and evaluate short, medium (learning schemes) and long term (year group) plans for the subject which contribute to the design of an engaging coherently planned and sequenced curriculum which:
 - builds on and revisits prior knowledge,
 - identifies and addresses misconceptions
 - includes timely and appropriate opportunities for assessment
 - is accessible for all learners
- To ensure that learning schemes are updated annually on the school website.
- To use national, local and school data to inform practice.
- To have a working knowledge of the National Curriculum for the subject, KS2 National Curriculum and GCSE / appropriate KS4 specification.
- To be responsible for the overall monitoring of pupil progress and outcomes in relation to targets, prior attainment and the curriculum.
- To ensure effective intervention, liaising with colleagues and parents as appropriate and to evaluate the impact of the intervention to secure continued improvement.
- To be accountable for pupil outcomes within the subject area and to review the curriculum sequencing in response to assessment (including GCSE analysis).
- To develop a department assessment and feedback policy which reflects the whole school policy to secure pupil progress;
 - to have a clear approach to assessment; assessment as learning, assessment for learning, assessment or learning, peer, self assessment
 - to identify designated learning checkpoints
 - to provide timely and appropriate feedback points, e.g. whole class feedback, live marking, flash marking, DIRT
 - to record pupil progress information centrally and report to parents/carers
 - to identify pupils who are not meeting expectations with timely parental engagement and interventions
- To contribute to the School Improvement Planning process and monitoring and evaluation e.g. through the completion of departmental improvement plans, departmental self-evaluation / review and examination analysis.
- To embed a reading culture, providing plentiful opportunities for both disciplinary reading and increasing tier 2 and tier 3 vocabulary

D: Leading and managing staff

- To provide the appropriate levels of support and challenge for staff working in the subject area in order to provide high quality education for pupils.
- To be responsible for departmental CPD:
 - assisting with planning twilight meetings, Inset time, Curriculum Area meetings
 - sharing best practice at Curriculum Area meetings
 - providing opportunities for teachers to enhance their subject, pedagogical and pedagogical subject knowledge
 - promoting active, evidence informed research
- To ensure that the head, governors and the senior leadership team are kept informed about the subject area.
- To work in partnership with all staff, especially Subject Leaders, the SENDCo, Leaders in Learning, Pupil Managers and the Exams Officer to ensure the highest quality of provision for all pupils.
- To make appropriate arrangements for classes if staff are absent.
- To promote visits, enrichment and wider-curricular activities to enhance the enjoyment of the subject.
- To contribute to the school's appraisal process, setting challenging yet achievable targets for staff and holding staff to account.
- To be proactive in promoting the work of the department e.g. via the school website, contributing to newsletters and social media.
- To develop effective subject links with other schools and outside agencies as appropriate.
- Wellbeing- To promote a healthy work life balance amongst staff in the team.
- To act as a positive role model in line with the school's code of conduct for staff.

E Efficient and effective deployment of staff and resources

- To advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- To manage the purchasing and safe and efficient storage of departmental resources and the departmental budget.
- To ensure that there is a safe working and learning environment in accordance with effective safeguarding, health and safety requirements and GDPR, and ensuring risk assessments are completed in line with whole school requirements.
- To take responsibility for improving the environment for learning within the department particularly through the use of creative and purposeful display and actively promoting the schools clear desk policy.

Specific responsibility: To be responsible for significant areas of learning and teaching within the art / art textiles department.

Principal responsibilities:

- Assisting the Curriculum Leader for Technology in the day to day running of the department
- To have responsibility for KS3 and KS4 art / art Textiles
- Monitoring and evaluating learning and teaching in Years 7-9
- To support CPD in the department by leading on sharing good practice at Curriculum Area meetings
- To oversee the organisation of the GCSE art / art textiles exhibition
- Coaching and mentoring
- To assist with collaborative planning

To deputise for the Curriculum Leader as required.

Note: In addition, other duties at the same responsibility level may be interchanged with/added to this job description.

Job Description – Teacher of Art / Art Textiles

Line Manager: Curriculum Leader for Technology

Our mission statement:

*As a vibrant learning community we choose to
Serve God
Pursue Excellence
and
Celebrate the uniqueness of each individual*

We aim to achieve this mission by:

- providing a learning experience which enables our pupils to flourish and grow in body, mind and spirit
- providing a learning environment which is ordered and disciplined
- encouraging and recognising positive progress, attainment and behaviour both within and beyond the curriculum
- having high aspirations and high expectations from all, confident that everyone can experience success

Main purpose

To work with the line manager for curriculum areas and where appropriate Pupil Manager in ensuring an environment for learning and teaching that empowers both staff and pupils to 'be the best that they can be' and supports the Christian ethos of the school.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Headteacher.

Job Purpose

- To be an effective teacher and tutor who supports and challenges all pupils to flourish and grow in body, mind and spirit.

Accountabilities:

- To take an active part in the spiritual and worshipping life of this Church of England High School including tutorial prayers, tutorial worship, other work with tutorial groups and worship itself.
- To seek at all times to assist the school in the achievement of its aims, at all times supporting its Church of England foundation.
- To prioritise safeguarding and promote the welfare and wellbeing of the pupils in school.
- To strive at all times to behave in a professional manner and comply with the Code of Conduct for Staff (Staff Handbook), e.g. dress policy, confidentiality, propriety and behaviour.

- To maintain a thorough and up to date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.
- To do all you can to ensure that, as a result of your teaching, your pupils achieve well relative to their prior attainment, making progress as good as or better than similar pupils nationally and in the school.
- To teach pupils according to the needs of individuals, preparing and planning lessons and evaluating work in accordance with school and subject area policies.
- To engage with the School Improvement Plan priorities and the Appraisal Process.
- To actively support and engage with whole school policies, e.g. Feedback, Home Learning, Safeguarding, Attendance, Worship etc.
- To take responsibility for one's own personal professional development and use the outcomes to improve your teaching, seeking always to provide the highest quality of education for pupils.
- To set and mark home learning which is meaningful, relevant and complementary to classwork in accordance with school and subject area policies.
- To assess, monitor and record the progress of pupils in your teaching group and give them clear and constructive feedback of how to improve.
- To comply with the school's assessment and reporting procedure by writing reports and completing tracking as required. Maintain formative and summative records of pupils' progress so that the assessment procedures of the school can be carried out.
- To participate with the Curriculum Leader and other appropriate colleagues, making an active contribution to the policies, aspirations and plans of the curriculum team and school in general; including the development of specification teaching materials and learning schemes.
- To be actively involved in school life, always acting in the school's best interests.
- To carry out supervisory duties in accordance with school practices and policies.
- To participate in meetings with colleagues, parents and other bodies as appropriate.
- To produce an effective learning environment for all pupils by following the Behaviour for Learning Policy to ensure high standards of behaviour.
- To develop efficient and effective working practices which enable yourself and colleagues to have a reasonable work life balance.
- To be responsible for the safety of those working in the classroom; this includes ensuring that the room is free from clutter and untidy storage (clean desk policy), that faults are reported according to procedures laid down; in the case of teachers of practical subjects, this includes awareness of the dangers of equipment and materials being used, availability of first aid materials, and knowledge of procedures in case of accidents.
- To ensure compliance with expectations in relation to GDPR and digital usage.

The applicant will be required to safeguard and promote the welfare of children and young people.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.





St Michael's C.E. High School
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