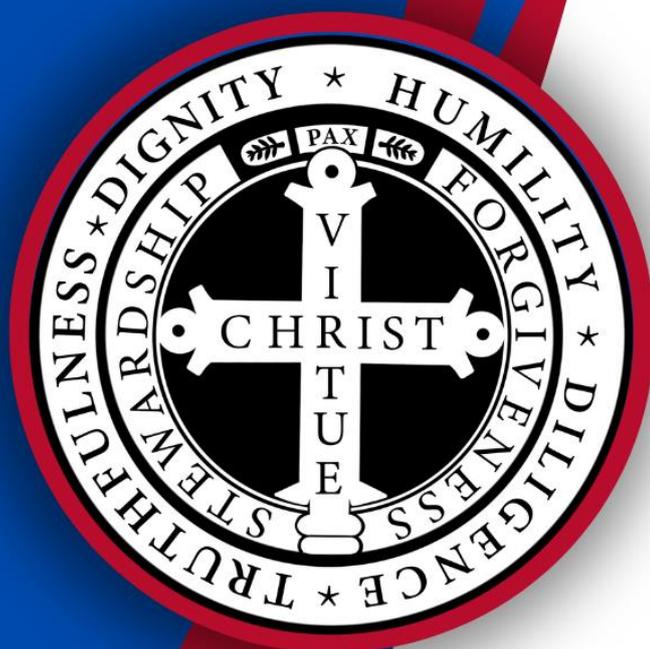


Through love of Christ, delight in Virtue



Head of Department
Art and Design

Required for September 2026



ST BENEDICT'S CATHOLIC HIGH SCHOOL CONTEXT & EDUCATIONAL VISION

St Benedict's Catholic High School is an 11-19 school, with a current roll of 992 students and a well-established Sixth Form (West Cumbria Catholic Sixth Form), incorporating post-16 students from St Benedict's School, St Joseph's School in Workington, and also schools in the surrounding area. At present, 92 students study in the Sixth Form. The school's last Ofsted inspection took place in June 2025. This was an ungraded inspection, carried out under section 8 of the Education Act 2005. The outcome was that the school has taken effective action to maintain the standards identified at the previous inspection in December 2019 when it maintained its good with outstanding features judgement. The school was inspected under Section 48 in 2024 and the school received a good with outstanding features judgement in this inspection too. The school serves a wide catchment area in West Cumbria. It is a true comprehensive school with students of all abilities and diverse backgrounds. The school is inclusive, recognises its faith mission, but welcomes all. The school moved to a brand new £33m purpose-built Campus with state-of-the-art facilities in January 2019.

Location

The Georgian port of Whitehaven is situated on the Irish Sea coast a few miles away from the western boundary of the Lake District National Park. The school is in the Hensingham area of Whitehaven which has a population of approximately 25,500. Local housing in the town and the attractive surrounding countryside is generally affordable. The school serves an economically deprived area but nearly all students who join the school in Year 7 remain with us until at least Year 11 and often into the Sixth Form. The vast majority of, and typically all, students leave for higher or further education, apprenticeships or employment.

Ethos

As a Catholic school we have a strong sense of faith and seek to nurture the God-given gifts in both our staff and our students. We encourage a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become well-rounded and highly employable individuals ready to take their place in society as tomorrow's role models. Our Benedictine virtues are central to everything we do. We aim for our students to show dignity, humility, diligence, truthfulness, stewardship and forgiveness.

School and the Community

St Benedict's School regards itself as a learning community and understands the importance of its place in Whitehaven and the surrounding area. Although an economically deprived area, the town has a number of major nuclear related industries. The Sellafield Nuclear Plant is located approximately 8 miles from the school. Post-16 courses are academic and the emphasis in the Sixth Form is on high academic provision and achievement. The school is aware of its setting, which is adjacent to the Lake District National Park and world-class nuclear technologies. There are good relationships with a number of large and medium-sized industry and business providers. The school seeks to specialise in academic provision recognising the highly technological context it finds itself in.

What We Want for Our Students as part of the Campus Whitehaven

In a word – excellence.

A set of the widest possible curriculum experiences, which result in students leaving the school eminently employable, responsible and civic young people, who are confident and aspirational individuals. We want to create a set of experiences that recognise that our students are 21st century learners. We want to place strong emphasis on creating tomorrow's workforce by helping to supply academically able young people ready to take up a wide variety of employment opportunities.

Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately, be numerate, be able to present and communicate effectively. They should demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, and have a sense of responsibility and self-discipline. They should be prepared to challenge stereotyping and negative thinkers, be critical thinkers in a range of contexts, able to demonstrate initiative, and ethical decision-making processes, and to have high levels of technological literacy.

ACADEMIC ORGANISATION

Key Stage 3

Currently we have a seven or eight form entry and students are divided into two parallel bands of equal ability. In Year 7, students are initially taught in mixed ability classes for all subjects. As students progress through key stage 3 they will be placed in sets according to their ability, attainment and progress for some subjects and remain in mixed ability classes for the others. These sets are reviewed regularly and changes made as appropriate.

Within each band students have lessons in:

English	Mathematics	Science	Religious Education
Art and Design	Computer Science	French or Spanish	History
Geography	Music	Physical Education	Personal Development
Technology (including Food Technology and Design Technology)			

In Year 9 Performing Arts, is also offered.

Key Stage 4

At Key Stage 4, the vast majority of students follow GCSE / L1-2 Vocational courses in a variety of subjects. A small group of students follow courses at Level 1 or below if appropriate for them.

All students are able to take the full suite of EBacc qualifications including a choice of humanity subject and a choice of language. We also offer the three separate sciences. To make this possible it becomes one of their option choices.

Key Stage 5

At the end of Year 11 students are encouraged to stay on into the West Cumbria Catholic Sixth Form which is part of St Benedict's High School.

The courses offered in the Sixth Form are:

Art, Craft and Design	German
Biology	Geography
Business	Government & Politics
Chemistry	Health & Social Care Applied
Computer Science	History
Core Mathematics	IT
Design Technology (Product Design)	Maths
English Language	Performing Arts
English Literature	Philosophy & Ethics
EPQ	Physics
French	Sociology
Further Maths	Sport (BTEC)

APPOINTMENT OF FULL TIME HEAD OF DEPARTMENT ART AND DESIGN

Required for 1st September 2026 (permanent contract)

We are seeking to appoint an enthusiastic, inspirational and talented leader to take on the Head of Department role in our Art and Design department. We want a person who is passionate about learning and teaching in their specialist field across Key Stages 3, 4 and 5 and who is willing to take part in developing the vision, commitment and determination to raise standards across all levels and abilities.

HEAD OF DEPARTMENT JOB DESCRIPTION

Position Title:	Head of Department Art and Design		
Reports to:	Senior Leadership Team	Cost Centre:	
Department:	Art and Design	Job Code:	
Location:	St Benedict's Catholic High School	Grade:	

1. JOB PURPOSE:

Leadership is about providing a clear sense of direction and purpose. The core purpose of the Head of Department is to provide professional leadership and management which will secure a relevant curriculum, high quality learning opportunities, effective use of resources and improve standards of achievement for all students. The Head of Department is the key figure in raising standards of student achievement.

2. ACCOUNTABILITIES:

The Head of Department acting as a Strategic Leader of a Subject Area will:

- Be supportive of the school's Mission Statement, overall aims and objectives which have the central goal of developing the school as a truly Christian environment in which the Gospel is lived and experienced by all members of its community.
- Be responsible to the Headteacher and governors for the development of the subject area
- Give clear direction to those who share in the teaching and learning of the subject area.
- Establish, foster and encourage commitment to a well-informed set of aims providing direction and a sense of purpose for both students and colleagues.
- Establish short, medium and long-term plans for the development and resourcing of the subjects linked to the needs of students and colleagues.
- Establish and implement clear curriculum policies and practices based on the school's Statement of Intent.
- Establish and implement clear policies and practices for assessment for recording and reporting, including the use of SIMS.
- Ensure that policies and practices take account of national development in the subject and wider educational context, and to keep up to date with national developments in teaching and learning within the subject and disseminate this information to teaching colleagues.
- Lead by example and provide a good role model for colleagues and students.



- In consultation with colleagues in the department, support, implement, monitor and evaluate a Department Improvement Plan ensuring that specific objectives are delegated in accordance with the school's performance management policy.
- To disseminate information concerned with whole school improvement strategies to all colleagues within the department.
- Supporting, guiding and motivating teachers of the subject, and other adults.
- Evaluate through self – review the effectiveness of teaching and learning, the subject curriculum and progress towards targets, to inform future priorities and maintain an evidence base.
- Take a supporting role in the selection and appointment of new colleagues within the department.
- Prioritise and manage one's own time effectively, between the demands made by classroom teaching, subject management and involvement in whole – school development.

Key Outcomes:

A Learning, Teaching and the Curriculum

- Have the expertise and subject knowledge required of the lead professional for a subject area.
- Ensure that the best curriculum provision is available for all students and that high quality teaching and learning is the core business of the school.
- Work with Heads of Year and the Learning Mentors to ensure that success is celebrated and underachievement by any individual student, or group of students is identified and addressed.
- Deliver an appropriate and engaging curriculum for all students, both in the formal timetable and in enrichment activities.
- Assure wide variety of teaching and learning styles being adopted by all teachers in the department.
- Support teachers and other colleagues within the department through lesson observation and relevant feedback and coaching where appropriate.
- Provide a climate for learning. This will be evidenced through effective use of the rewards policy, oversight of displays, and liaising with parents.
- Implement effective and supportive grouping arrangements, thoughtful deployment of staff, schemes of work, policies and documentation.
- 21st Century technology being applied appropriately to the learning situation as well as in administration.
- Liaison with the school's Examination Officer to implement internal examinations and prepare students and parents for external examinations.
- Analyse a range of data.

B Monitoring, Evaluation and Improving

- Undertake a process of self-evaluation for continuous improvement.
- Monitor and evaluate the efficiency, effectiveness and performance of the subject area in all aspects, including that of colleagues through taking a strategic role in Performance Management/ Teacher Appraisal and facilitate the necessary professional development for all colleagues in the department.
- Have an overview of the progress of individual students to ensure that the highest possible standards of student attainment and progress are achieved.
- Use academic data to monitor the progress of all students.
- Monitor the quality of teaching and learning in the class and the standard of work individual students produce to ensure that it is to the highest possible level.
- Work with the Senior Leadership Team and other colleagues to ensure that the learning experience challenges all students.
- To ensure that consistency exists across the department with reference to school policies and the standardisation of students' work.
- Seek the views of students and parents to evaluate all aspects of teaching and learning in order to facilitate strategies for subject improvement and to cultivate the student voice.



C People and Relationships

- Work with students and colleagues in inspiring and motivating them to raise aspirations, exceed expectation (value added) and achieve the highest levels of performance.
- Develop effective working relationships across the department and other colleagues within the school.
- Liaise with external agencies as and when appropriate.
- To ensure effective communication exists for all those connected with teaching and learning within the department including parents.
- To provide leadership and appropriate support for associate colleagues attached to the department including the School Chaplain, Departmental Teaching Assistants, Learning Mentors, Learning Support Assistants, Technicians, Supply Teachers, and Student Teachers.

D Managing Resources

- Manage students, colleagues and resources including the learning environment for that area of the school.
- Establish resource needs for the area.
- Create an effective and safe working and learning environment.
- Manage accommodation in order for teaching and learning to meet the needs of all students studying the subject (e.g. deployment of rooms for teachers in the department) and learning resources including ICT.
- Maintain existing resources and explore opportunities to develop new ones.
- Manage the budget for the subject.
- Delegate appropriately in the best interests of the subject area and colleagues within it.

E Accountability

- Heads of Department are responsible to the Deputy Headteacher and Assistant Headteacher.
- Heads of Department report to the Headteacher, students, governors and parents.
- Understand and fulfil professional duties as specified in the terms and conditions of service for teachers.

F Line Management Responsibility

- The Head of Department will manage a team of subject teachers and associate staff who may be assigned to the department.

QUALIFICATIONS, SKILLS & EXPERIENCE:	
Qualifications and Professional Development	<p>Essential</p> <ul style="list-style-type: none"> • Graduate • Qualified teacher status • Comprehensive evidence of success in Art and Design <p>Desirable</p> <ul style="list-style-type: none"> • Higher degree and/or professional qualification • Membership of a national professional organisation • Middle leadership experience • CCRS certificate / practicing Catholic
Knowledge, Skills and Competences	<p>Essential</p> <ul style="list-style-type: none"> • Excellent teacher of students across a range of abilities at key stages 3, 4 and 5. • Substantial knowledge and understanding of the art and design curriculum. • Understanding of art and design course requirements at KS4 and 5. • In-depth knowledge of recent developments in teaching and learning • Strong ability to manage students from all backgrounds • Excellent communication and presentation skills, both written and oral • Knowledge and understanding of a range of data • Understanding of whole school approaches to behaviour management <p>Desirable</p> <ul style="list-style-type: none"> • Excellent leadership and management skills, inspiring confidence in staff and students so that they can succeed and achieve their personal best • Proven track record in successful outcomes in art and design
Experience	<p>Essential</p> <ul style="list-style-type: none"> • At least four years' teaching experience across the age and ability range • Experience of teaching art and design. <p>Desirable</p> <ul style="list-style-type: none"> • Evidence of leading, supporting and managing others in a department or phase of the school • Experience in more than one school • Practical experience of developing and delivering INSET
1. PERSON SPECIFICATION:	
<p>As well as a generic job description the post holder will need to have the following personal characteristics:</p> <ul style="list-style-type: none"> • Coaching ability. • Emotional intelligence. • The ability to express and instil clear educational values. • Personal impact and presence. • Adaptability to changing circumstances and ideas. • Enthusiasm. • Reliability and integrity. • Commitment, motivation and inspiration. • The ability to anticipate problems and solve them. • The ability to negotiate, delegate, consult and direct as part of a team. • The sensitivity to recognise the most appropriate management strategies for each situation. • The ability to deal sensitively with people. • The ability to understand and interpret statistics and other data. • The willingness to seek advice and support as appropriate. • The ability to maximise the use of ICT for curriculum and administrative purposes. <p>To carry out such responsibilities which may be determined from time to time by the Headteacher.</p>	

ABOUT THE ART AND DESIGN DEPARTMENT

The Art and Design Department is a vibrant place where we are extremely proud of our many talented students' achievements and successes.

The Art and the Design department aim to provide a stimulating environment which encourages students' curiosity, interest, creativity, enjoyment and encourages a culture of success. This is done through using the National Curriculum. An appropriate curriculum is planned for our students with prior attainment data and assessment data. We always have high aspirations for all our students, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they can. Students are encouraged to think about their futures, looking at courses, careers, cross curricular and encouraging self-exploration into the world of work. Students are encouraged to explore issues and discuss how they should be addressed. For any student who may not be reaching their full progression potential, we implement a series of interventions to ensure that students achieve their best.

Students should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of different cultures, artists, architects and designers, expressing reasoned judgements that can inform their own work. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life. Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century.

As well as the Art and Design skills being taught, we will push our students to self-assess their work, be flexible, teach teamwork skills and push them to work independently.

We want our students to develop an independence of mind; refining and communicating their own ideas, their own intentions and their own personal outcomes.

Future planning for the department is to increase digital learning, though computer graphics, tablets etc.

Key Stage 3

In Year 7 students study: Colour theory, Drawing skills, Portraiture Drawing and Three-dimensional skills through clay.

In Year 8 students study: Lettering skills, Artists, through a critical study project and Perspective including Islamic Art.

In Year 9 students study: A project on Graffiti, A project on Day of the Dead and a mini project on Pop art.

Key Stage 4

At GCSE we use the AQA exam board. Students follow the Art, Craft and Design course. This two-unit specification enables students to develop their ability to actively engage in the processes of Art and Design - to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

The assessment is by –

Unit 1: Portfolio of Work, 60 per cent, in which we do two projects, Portraits and Marine Life.

Unit 2: is the externally Set Task, which is 40 per cent.

Key Stage 5

At A Level we also use the AQA exam board. Students follow the Art, Craft and Design course. This two-unit specification is like the GCSE course, but it pushes students to extend their ideas, skills and performance.

The assessment is by –

Unit 1: Portfolio of Work, 60 per cent which is a Personal investigation. The emphasis of this component is for the student to choose an artists, issue, concept or theme supported by 2500 - 3000 word essay.

Unit 2: is the externally Set Task, which is 40 per cent.

ST BENEDICT'S SCHOOL 'OFFER'

- Brand-new facilities in teaching areas organised in department clusters
- Modern classrooms – all with 'Clevertouch' screens
- Expert support and CPD for you as a classroom practitioner – our school is committed to supporting you to be an outstanding teacher
- Easy to use data sets
- Peer to peer coaching and mentoring support
- Participation in a Nursery Vouchers scheme to support childcare
- Planned career progression, and CPD support for this
- Regular opportunities to participate in education visits abroad
- Access to CPD opportunities offered by our local Teaching School Alliance
- Unique links with industrial partners – opportunities to experience industrial working practices relevant to your subject area or specific interest
- Funded opportunity to study for a Catholic Teachers' qualification

CONDITIONS

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.
- The successful applicant must be in sympathy with the Catholic ethos of the school. The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St. Benedict's.
- This post is subject to the conditions of the Catholic Education Service Contract.