



RECRUITMENT PACK

HEAD OF MUSIC

Closing Date: 12 noon, Tuesday 18th April 2023



Contents

Welcome	3
Chrysalis Multi Academy Trust	5
Background on our CMAT	5
Our shared vision	5
CMAT Principles	6
Our primary school	8
What we offer	9
Advert	10
Job Description	11
Curriculum Rationale	14
How to Apply	15

Welcome from the Executive Head Teacher

Dear candidates

Thank you for your interest in Claremont High School. I am delighted you are considering being a part of our School. Claremont High school founded in 1930 by the Middlesex County Council, and was one of a number of new schools built by the council between the wars in the rapidly developing outer suburbs of London. Claremont is now a multi-specialist school. In 2012, the school gained academy status, joining many other local schools. In the autumn term of 2017 Claremont High School Academy formed a MAT. A Multi Academy Trust (MAT) is a group of institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company.

As a member of our team, you would play a pivotal role in supporting the school to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We are a very popular choice for parents / carers and currently have 1643 pupils. I am very proud of our whole school community; it is a wonderful place where everyone enjoys learning and are effectively supported to maximise their potential. Our teaching and learning staff are very committed to the children and young people and strive to bring out the very best in all of them. We work extremely hard to support all our children and young people to develop the skills they will need for the future.

Our aim quite simply is “To prepare our students to reach their full potential”. We know that we are very successful in doing this because we have students, staff and parents who are totally committed to our core values of *Excellence*, *Respect*, *Aspiration*, *Enjoyment* and *Perseverance*. These are the values that are celebrated and upheld across the academy so that students of all ages and abilities are able to make exceptional progress academically, socially and personally. It is the strength of these core values that has led students to make an excellent and smooth transition from their much-loved primary schools, so they achieve excellent GCSE and A Level results. This enables them to make the transition to top universities and colleges and to secure excellent professional careers in fields such as Medicine, Finance, Law, Teaching and Business. Many have achieved sporting success well beyond the school environment and others have found true excellence in performing and the visual arts.

When it comes to academic achievement, our goal is nothing short of excellence across all three of the key stages. Pupils are able to achieve excellent results because we set the highest expectations in learning and behaviour and we provide them with a broad, balanced and enriched curriculum that meets their needs and aspirations. We have a dedicated and passionate team of well qualified and highly skilled staff who provide outstanding teaching, and this is reflected by our excellent GCSE and A-Level results which remain significantly above national averages in all headline measures year on year. This was further validated by Ofsted in both 2015 and 2010 when we achieved Ofsted Outstanding gradings, an endorsement of everything we do at Claremont.

Alongside our reputation for academic excellence, we also pride ourselves on our outstanding pastoral care, providing a very positive environment in which students thrive. As each new student joins us, we take the time to build a genuine partnership between family and school. You can be sure that your child will be nurtured and enriched in a supportive and challenging academic environment.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring. Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

We are committed to ensuring that the talents of all students are recognised and encouraged. Students benefit from first-class facilities and an exciting range of extra-curricular activities which develop confidence and skills for lifelong learning beyond the classroom.



N. Hyde-Boughey
Executive Headteacher

Chrysalis Multi Academy Trust

A Multi Academy Trust (MAT) are institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company. The board of Directors is responsible for decisions relating to how each academy is run, however, each individual academy retains its own governing body and the Trust delegates some of its functions to the governing body.



Background on our CMAT:

Chrysalis Multi Academy Trust (CMAT) was founded in 2017. It is a MAT for local schools and we have exceptionally high ambitions for anyone and everyone we work with. Currently, we have joined with Sudbury Primary School.

CMAT 'Our Shared Vision':

High quality education is the heart of everything we do at CMAT. This is because we know that an outstanding education unlocks the potential of all learners and provides them with a wealth of opportunities regardless of their backgrounds or their individual starting points. We believe that every young person, regardless of where they came from, or their ability or personal needs is deserving of a world class education experience at CMAT. By ensuring that every young person is given this opportunity we can enable them to achieve their full potential and to prepare them to be successful in adult life and in an ever-changing world.

Quality education is the hallmark of a forward thinking and highly cohesive society.

Excellence: appointing the best staff who are innovative, skilled and whose enthusiasm for facing the challenges of education in the 21st century is unparalleled, and to continue to provide opportunities for continuous professional development for all our staff.

Responsibility: provide a safe and secure environment where individual learners thrive as confident, independent citizens, who are accountable and reflective about their actions and decisions.

Respect: fostering genuine community cohesion and a set of traditional values based on discipline, respect and compassion, where we value the unique contributions of parents and carers and the wider community.

Aspiration: providing a broad, balanced and challenging curriculum through innovative and quality teaching, strengthened by our exciting and all-inclusive approach enabling us to be at the forefront of educational development.

Perseverance: providing challenging and rigorous standards of academic achievement, enabling pupils to make choices for future learning based on a range of academic and applied skills.

At CMAT we ensure that all of our learners know and understand the values that they bring to their success and the added value that is brought by others. In this way we strive to create a learning community that is built upon the foundations of fairness, cohesiveness, challenge and resilience, productivity and innovation.

We expect learners of CMAT to be confident to compete with their local, national and international peers.

Underpinning our vision and mission statement are our core values which have been defined by all of our staff and governors and which capture the values of all of our schools: Excellence, Responsibility, Respect, Aspiration and Perseverance. These expectations underpin everything we do and we are very excited to work with our partners who share this ethos.

Six key principles of the CMAT:

Equity: Total commitment to working together to improve the life chances of all learners through high expectations of the performance for all

Learning: High quality teaching and learning for all key stages

Leadership: Rigorous leadership that has an impact at all levels

Curriculum: Positive growth mindset so that we are consistently developing, achieving strength through challenge, and creating opportunities for all

Professional Development: High quality training and professional development for staff and governors

Communication: Positive professional relationships between all staff and all stakeholders.



CMAT SCHOOLS



Our primary school

Sudbury Primary School



Our Vision at Sudbury Primary School; *'Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning,'* reflects our aspiration for our pupils to work together and be the best that they can be, this applies to every pupil who attends our school.

The school values: Respect, Responsibility, Honesty, Kindness & Courage are celebrated and upheld across the school so that pupils of all ages enjoy learning and developing the skills they need to achieve even more success through their transition to high school.



Our modern, world-class learning environment is exceptional, this enables the school to provide an outstanding Music and Computing Suite, an exclusive Drama Studio, a well-resourced Library, and a Nature Garden to name just a few.

Teaching and learning at Sudbury is outstanding, and this is something that we are very proud of. It is this that makes such a difference to the engagement and success of all our learners and ensures that we can provide a first-class education for all.



Whole School Vision

Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning.



What we offer...

Thank you for your interest in working for Claremont High school Academy and considering us as your potential new employer.

Claremont High school Academy is a values driven organisation and our values are at the heart of everything we do - **Excellence, Respect, Aspiration, Enjoyment and Perseverance.**

We focus on recruiting people who are aligned to our core values as we know that this is the foundation of success for our academies and our students.

Our staff really matter to us; our expectations are high and we expect staff to support our vision and live by our core values and behaviours, but in return we believe in personal and professional development and a culture where staff are recognised and valued for their commitment and dedication. There are many career opportunities for new and existing staff who demonstrate inspiration and dedication to shaping future generations.

If you are looking for a meaningful and rewarding role and would like to make a difference, we look forward to hearing from you.

What can we offer:

At Claremont we offer;

- Competitive salary
- CPD for all staff
- A supportive Senior Leadership Team who consider staff well-being
- A supportive Trainee and ECT program
- A friendly working environment
- Occupational Health
- Free access to a confidential 24/7 Employee Assistance Programme (EAP) provided through CEFM
- Great employer pension scheme (Teachers Pension Scheme and Local Government Pension Scheme)
- Union recognition
- The opportunity to develop your career within and across the Trust Schools

We strongly encourage suitably qualified applicants from all backgrounds to apply to join us to help us meet our aspirations of being a fully inclusive workplace where diversity is celebrated.

Claremont High school Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

HEAD OF MUSIC

MPS / UPS + TLR 2.3 (£7,368)

(Inner London Allowance)

An exciting vacancy has arisen for a well-qualified, enthusiastic and inspiring Head of Music to lead this important area of the curriculum across Key Stages 3, 4 and 5 from September 2023. The successful applicant will have the academic, teaching and administrative capabilities expected of staff at this prestigious school with the ambition and innovation to lead and develop this department. Claremont admit 10% of their pupil population based on musical aptitude and so the successful candidate would also lead this element of school life.

The successful candidate will have the opportunity to join the Claremont network with access to a range of benefits – such as continuous professional development with great career progression opportunities; we pride ourselves on valuing our staff – our teachers enjoy working here.

We welcome applications from candidates who can demonstrate:

- a passion for teaching Music
- commitment to promoting high quality teaching and learning within the department
- ability to use data to drive pupil progress

Details of the Music Department in terms of teaching staff, syllabi and resources can be found on the school website under Curriculum.

Note: The job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 & 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account.

If you are invited to interview you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview.

An application form and further details are available on our website (www.claremont-high.org.uk).

PLEASE SEND APPLICATIONS BY EMAIL FAO:-

Daxa Panchal (PA to Executive Headteacher)

Email: recruitment@claremont-high.org.uk / admin@claremont-high.org.uk

Closing Date: 12 noon, Tuesday 18th April 2023

Chrysalis Multi Academy Trust is an Equal Opportunities Employer.

We are committed to safer recruitment practice and pre-employment checks, including publicly available online checks in accordance with KCSIE guidance, will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our schools' community.

We reserve the right to appoint a suitable candidate prior to the deadline.

JOB DESCRIPTION

HEAD OF DEPARTMENT

Responsible to: Director of Teaching and Learning / Senior Line Manager

Responsible for: Department members

TLR: **2.3 (£7,368)**

The Head of Department has a key role within the school, which is to deliver, to the students, the best possible educational experience within that subject area.

S/he is expected to contribute to the formation of whole school policy and procedures, and to implement them. S/he is expected to take responsibility for a particular group of staff and students, resources and curriculum within the departmental context, and under the auspices of a particular Senior Line Manager.

The Head of Department is directly responsible to the subject DTL or Senior Line Manager and has a key role in liaising and communicating with other post holders – SMT, other Heads of Department, PPM's etc, and with departmental staff in the interest of the services offered to the students.

1. STAFF with the support and guidance of the DTL/ Senior Line Manager:

- 1.1 coordinate and manage the work of teachers in the Department to meet school and national requirements of policy and practice;
- 1.2 assist in the selection, appointment and promotion of staff within the Department;
- 1.3 be responsible for performance and professional development of members of the department. This will include advice on appropriate courses, reading, extension of professional experience and an annual review with each member of the Department of their work;
- 1.4 be responsible for coordinating and managing the work of specialist support staff;
- 1.5 be responsible for the induction and assessment of NQTs, Beginning Teachers and new teachers in the Department;
- 1.6 supervise the work of supply teachers in the Department;
- 1.7 support teachers in the Department in the maintenance of good order and discipline.
- 1.8 coordinate and manage the work of the team to meet school and national requirements of policy and practice so that they are able to support pupils' progress.

2. STUDENTS

- 2.1 be responsible for maintaining high standards of work and behaviour in the Department;
- 2.2 be a first point of reference for difficulties with class or individual work or behaviour;
- 2.3 ensure that support and appropriate sanctions are used to address homework difficulties, in line with school policy;
- 2.4 liaise with tutors, DTL/Senior Line Manager, PPM's and Parents about students and classes causing concern and participate in any necessary arrangements to support such students;
- 2.5 Contribute to the school's agreed system / programme of staff review and development through monitoring the progress of staff towards meeting the school's overall aims and objectives. Leading, developing and enhancing the teaching practice of other teachers within the faculty.

3. COMMUNICATIONS

- 3.1 Set appropriate agendas for meetings, department training and development activities and arrange publication of brief minutes; (noting action points and timescales) to the Department, SMT and other interested persons;
- 3.2 Seek, coordinate and represent the views of the Department and attend appropriate meetings with senior colleagues;
- 3.3 Report proposals and the views of senior colleagues to the Department / Faculty;
- 3.4 Prepare reports for Governors, Senior Management, Advisors, Consultants, and other persons on the work of the Department;
- 3.5 Liaise actively with appropriate external agencies: e.g. Advisors, Consultants, Teachers' Centres, examination Boards and industry;
- 3.6 Communicate with other staff and parents, as appropriate, information about pupils' work, behaviour and attendance.
- 3.7 Ensure the production of department documentation such as annual subject reviews, annual examination reviews and the department development plan
Disseminate information and consult colleagues as necessary

4. ASSESSMENT, RECORDING AND REPORTING / GENERAL RECORD KEEPING

- 4.1 To implement the school's policy on Assessment, Recording and Reporting, to include Target setting;
- 4.2 To maintain all appropriate Department records: e.g. Assessment, centralised marks, examination entries; finance; learning resources; exam syllabuses schemes or work; job descriptions;
- 4.3 Make these records available to SMT, Governors, members of the Department as appropriate;
- 4.4 Implement school policies for record keeping and assessment of pupils' work, behaviour and attendance.

5. CURRICULUM

- 5.1 Have responsibility for the development and implementation of the Department curriculum and schemes of work;
- 5.2 Monitor the setting of homework and ensure that tasks are integrated within schemes of work;
- 5.3 Ensure that the Quality of Education /curriculum accords with the aims of the school. (This includes having a full curriculum intent and implementation plan)
- 5.4 Ensure that pupils follow appropriate examination courses and are entered for the appropriate examinations;
- 5.5 Ensure that pupils are properly prepared and that their work is assessed in, for example, the oral, practical and coursework requirements of the examination boards;
- 5.6 Be responsible for all examination arrangements for the Department for school examinations, and all subject specific arrangements in conjunction with the School Examination Officer for external examinations.

6. RESOURCES AND ENVIRONMENT

- 6.1 Be responsible for the cataloguing, maintenance, storing and accessibility of all learning materials and equipment. To have proper regard for the safety of equipment and its use;
- 6.2 Be responsible for the ordering distribution and replacement of appropriate learning materials and supplies;
- 6.3 Be responsible for the compliance with the school Health and Safety policy in the Department's rooms, offices, stores and corridors and in any activity with pupils on or off the school site organised by the Department;
- 6.4 Be responsible for field trips and visits where appropriate, keeping expenditure within budget and ensuring that such activities contribute to the planned curricular experience of all pupils.

CONDITIONS OF EMPLOYMENT

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular, attention is drawn to the requirement that, *'Teachers with leadership and management responsibilities are entitled, as far as is reasonably practical, to a reasonable allocation of time within school sessions to support the discharge of their responsibilities'*.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder. All staff participates in the school's performance management scheme.

Intent Year 7 and 8

In Music, at KS3 we teach the schemes of work to introduce, develop and expand the core skills of composition, performance and appraising to prepare students for GCSE Music. The curriculum is designed to scaffold learning resulting in formative end of project assessments, which take place regularly throughout the year.

We expect our pupils to gain a good foundation of musical knowledge ready to build on in year 9, when they have the choice to opt for the GCSE music course. In Year 7, the skills we expect our pupils to secure include: reading simple notation, recognising instrumental sounds, exploration of musical elements, simple melody, simple harmony and basic keyboard skills.

In Year 8, we extend the core musical skills, knowledge and concepts introduced in Year 7. Chords (triads) and musical structures become embedded in performance and composition activities. Tonality is formally introduced through major and minor chords. In addition; melodies, musical elements and styles become more complex e.g. retrograde, counter melodies, inversion, chromaticism and improvisation over set chords.

It is to be noted that Year 6 students arrive at CHSA with varying levels of musical ability. The Year 7 and 8 music programme is designed with differentiation at its core so all students of all abilities are able to develop their knowledge and make progress.

Intent Across All Key Stages

Academic: The department aims to develop students' confidence, stimulate interest and engagement in the subject. We highlight the importance of respect and resilience during our activities and provide opportunities for students to develop their time management skills, the ability to work independently and as part of a team. Students' cultural awareness is developed through the exploration of a range of musical styles and the music specific vocabulary.

Curriculum planning is carefully considered across teacher areas of specialism. The department is focused on catering for the needs of all students, including those at the extremes. The curriculum is adapted so all students are able to access the success criteria.

Personal Development-Wider School Provision: Musical provision is provided for students of all abilities through a wide range of extra-curricular activities, school productions, musical trips and optional instrumental tuition across an extensive range of instruments. Students who opt in for music lessons are regularly entered for internationally recognised examinations including ABRSM and Trinity examinations. The extensive extra-curricular music programme at CHSA reinforces classroom learning, deepening students' musical practice, we provide a safe environment for students to improve their sight reading, performance and improvisation skills. These opportunities broaden students' social experiences, allowing for cultural and emotional expression (mental health). In Music, we aim to make school more challenging, allowing students to work together dependant on musical ability, not age, encouraging cross key stage work.

The music department works in collaboration with DA, SEND and EAL to ensure all students achieve their potential. All pupils are supported with the cultural capital accessible through music that they need to succeed.

Implementation Years 7-9

The curriculum is taught in 4-8 week projects which scaffold skills with consistency across the department. Teachers are provided with timelines, curriculum plans, alongside schemes of work, resources and student success criteria. Students are provided with a variation of projects to engage and maintain students' interest through project booklets and homework booklets (based on practical activities and listening lists to develop cultural awareness). These booklets guide the learning and, through the use of assessment criteria, clearly define what students need to do to make progress. Practical lessons and demonstrations are the central focus of the learning that takes place across the department. An importance is placed on practical activities with subject specialists to model examples of good practice.

Book looks, observations, meetings, departmental marking and feedback sessions and learning walks take place in order to monitor the quality of teaching. Departmental success criteria is centred on differentiation and extension activities to challenge all students. Flight paths take place each term to monitor progress and implement intervention. A thorough feedback and reflection process aids further learning through self, peer and teacher assessment. This data is evidenced in students' progress folders.

All KS3 music lessons are taught by subject specialists who have the knowledge to teach the subject to a high level. Throughout the course pupils' knowledge is developed and recapped regularly through both practical and appraising tasks. This work helps pupils to retain the musical elements/components taught into their long term memory.

Intent Year 9

In Music, at Year 9 we teach the topics/components which build on knowledge and fill in the gaps from Years 7 and 8. The topics, key concepts and skills prepare students for the GCSE and KS5 curriculum for both Music and Music Technology. The topics/components taught, assessed and developed throughout the year, allow for a constant drive in improvement and development of key musical skills, technical language and understanding.

We expect our pupils to gain a good foundation of knowledge. Pupils will have the opportunity to develop their performance skills as both a soloist and as part of an ensemble. They will also develop their composition techniques and experience of composing through various stimuli, being simultaneously introduced to music technology as a compositional tool using Sibelius and Cubase. Furthermore, students will explore wider and unfamiliar listening to expand their musical vocabulary including: more complex textures, structures and modulations, musical analysis, aural and appraising skills. More generally we also cover extended writing skills, collaborative skills, confidence, presentation skills and the ability to make cross-curricular links which will collectively help students become well rounded individuals with knowledge and skills that are transferable to everyday life.

The curriculum builds to formative end of project assessments, occasionally using examination criteria to familiarise students with the GCSE assessment process.

Intent Year 10-11

In Music, in Year 10 and 11 we teach the topics/components in order to build on knowledge and fill in the gaps from Year 7-9. The topics are taught in a particular order to cover an even proportion of the three components; composing, performing and appraising.

We develop performing skills individually and in groups to communicate musicality with fluency and control of the instrument/voice. Pupils of all abilities are supported with personalised instrumental tuition, as appropriate and are provided with a personalised plan for development over the two year course. Composing skills are developed to organise musical ideas and make use of appropriate resources including Sibelius and Cubase software. Pupils are taught to recognise links between the integrated activities of performing, composing and appraising and how this informs their musical understanding. Students will evaluate their own and others' music.

Throughout the delivery of the course students will broaden their musical experience and interests, developing their imagination and creativity. Pupils will become more-rounded musicians who have the knowledge, understanding and skills needed to communicate effectively as musicians. Students will be challenged through a range of assessments, mock examinations and exam questions. At the end of the key stage, students will be able to confidently be able to interpret the language in the examination and apply their subject knowledge and technique in order to succeed.

Students will develop as effective and independent learners with enquiring minds. They will explore contrasting genres, styles and traditions of music, and develop some awareness of musical chronology. Students will engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Music Department Curriculum Rationale

2022-2023



Implementation Years 10-11

The curriculum is taught with consistency across the department by subject specialist teachers who specialise in certain elements of the course. Teachers are provided with timelines, curriculum plans, teacher and student friendly core content resources. Subject matter is taught through clear instructions and teachers check pupils' understanding through assessment. The results are used to guide and adapt teaching.

Students are required to prepare assessments based on the GCSE assessment grids which are used to guide the learning, monitor progress and set personalised targets. Practical activities are the foundations of all lessons and students are provided with revision guides, work booklets and online resources to assist them over the years.

Performance: Base assessment is used to inform personalised target setting, leading to appropriate peripartetic instrumental support, follow up assessments and regular monitoring of progress with student, peripartetic teachers and accompanists/members of ensemble.

Appraising: Introduction to basic skills/music theory/musical periods/musical elements leading to and developing in project based learning of set works.

Composition: Introduction to skills required for composing using music software programmes, projects based on free composition and composition to a set brief.

Book looks, observations, departmental marking and feedback sessions and learning walks take place in order to monitor the quality of teaching. Timeline allows for revision and DIRT lessons to take place after assessment feedback is provided. Flight paths/planning takes place each term to monitor progress and implement intervention. Thorough feedback to aid further learning including self, peer and teacher assessment is evident in pupil progress folders which record student assessment data.

Cross Curricular Links

- Drama/Dance/PA performances (pride in achievements)
- History— Understanding genres within wider their sociological and historical contexts
- Languages— musical vocabulary/translations
- PSHE—mental health and media/digital learning
- PE— physical warm ups
- Maths— counting measurements of time and rhythms
- English— essay writing skills, reading, writing, speaking, vocabulary
- PLTS
- ICT— using necessary digital and media resources

Cultural Diversity Extra-Curricular Ensembles—Global Learning

- World Percussion Groups
- Steel Pan Ensemble
- Dhol Drumming Ensemble

Impact KS4

Pupil Outcomes

- Pupil outcomes as evidenced through GCSE final grades and coursework marks.
- Pupils remember what they have been taught
- Learning of significant amounts of content and exam technique
- No significant difference in outcomes for different demographics
- ABRSM/Trinity/Guildhall international music examinations (UCAS points for university/college entries)

HOW TO APPLY

1. If you would like to apply for this role, please download the application form from the school website.

Our Guidance Notes for Applications can also be found on the website.

2. Your application form should be completed in full and returned by the closing date as per the advert to:

Daxa Panchal (PA to Executive Headteacher)

Email: recruitment@claremont-high.org.uk / admin@claremont-high.org.uk

Please note that we are unable to accept applications unless they are made on our own application form. Due to the large number of applications the school receives, please be aware that only shortlisted candidates will be contacted to be invited to interview.

3. Should you require any further assistance, please contact us via email admin@claremont-high.org.uk.
4. Chrysalis Multi Academy Trust and its staff are committed to safeguarding the welfare of our students. We comply fully with the ethos of safer recruitment and undertake all relevant checks, including enhanced DBS clearance. It is an offence for any person barred from working with children to apply for this post.
5. Chrysalis Multi Academy Trust is committed to Equal Opportunities and welcomes applications from all sections of the community.

GUIDANCE FOR APPLICANTS WITH DISABILITIES

Information is requested on this job application form about disability/medical conditions you may have. If you are shortlisted, you will also be asked to provide further information on an Employment Health Questionnaire form.

This means:

- It is important that you tell us whether you require adjustments to any part of the selection procedure including arrangements for interview. The application form allows you to provide this information.
- If you are offered the job, any adjustments to the working conditions or environment that may be required to enable you to carry out the duties of the job will be considered in consultation with you.

Disability is defined as follows:-

- a person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities where:
- a mental impairment is defined as an impairment resulting from or consisting of a mental illness only if the illness is a clinically well-recognised mental illness;
- long term, means the effect of the impairment has lasted at least 12 months or is likely to last for 12 months or is likely to last for the rest of a person's life;
- normal day-to-day activities are defined as: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger. NB Any disability which does not have a substantial and long term effect on one or more of them is not considered to be a disability.

Other conditions included within the definition of disability not already outlined above are:

- a recurring condition which has recurred over more than 12 months or is likely to recur over more than 12 months;
- a progressive condition, eg cancer, multiple sclerosis, muscular dystrophy or HIV which has, or has had, an effect on normal day-to-day activities;
- people with severe disfigurements, although some with deliberately acquired disfigurements will not be covered;
- people registered as disabled under the Disabled Persons (Employment) Act 1944 on 12 January 1995 and on the date the employment right comes into force, who will be deemed to be covered. People with a history of disability will also have protection, even if they do not now have a disability.

Your Application

There is no legal requirement for you to provide information about your disability on this form. However, you are encouraged to do so, particularly where you believe that the information may be relevant to the job application. **Please contact the Executive Headteacher's PA if you require any further information on any aspect of your application.**