

Head of Music/Deputy Faculty Leader (Performing Arts and Sport)

Mossley Hollins High School

Candidate Information Pack

**Great schools in which to learn, teach and belong.
Welcome to Tame River Educational Trust**

Dear Candidate

Thank you for your interest in the post of Head of Music/Deputy Faculty Leader (Performing Arts and Sport) with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson
Chief Executive Officer

An Introduction to our Trust Schools



Mossley Hollins High School

Headteacher

Mrs A Din

Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

Droylsden Academy

Headteacher

Mr E Mayell

Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.

Hyde High School

Headteacher

Ms G Arnold

Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe**.

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at hr@mossleyhollins.com

To apply for the role please complete the application form – available to download from our website and return it to hr@mossleyhollins.com

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 22 September 2026 **Closing date for Applications:** 19 October 2026 8:00am

Interview Date: 22 October 2026

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job Description

The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	Head of Music/Deputy Faculty Leader (Performing Arts and Sport)
Reporting to:	Faculty Leader (Performing Arts & Sports)
Hours & Salary	This is a full-time, permanent position, paid according to the National teacher pay scales - MPR/UPR (£34,069 - £52,835) + TLR 2c (£8,913)
Role Overview	1. Provide effective leadership and management of Music across Key Stages 3 and 4, with responsibility for the quality of education, curriculum development, teaching and learning, student outcomes and continuous improvement within the subject. 2. Support the Faculty Leader in the leadership, management and strategic development of the Performing Arts & Sport Faculty, contributing to high standards of educational provision and deputising for the Faculty Leader as required. 3. Lead and develop a high-quality and inclusive programme of musical enrichment and co-curricular provision, including the school's Brass Band, other bands, ensembles, performances and productions. 4. Develop and maintain strong Music curriculum and enrichment partnerships with primary schools, secondary partners and other relevant organisations, providing opportunities for students and supporting effective transition and progression. 5. Co-lead with the Head of Drama on performing arts events, such as the school production, musical evenings and dance shows. 6. Liaise and provide support on the music curriculum to Primary Headteachers within the Mossley School Partnership. This job description is written at a specific time and is subject to change as the demands of the Trust and school and the role develops. The role requires flexibility and adaptability, and all employees need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.
Child Protection and Safeguarding:	The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.
Main duties and responsibilities:	This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below.

Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5)

1. Teach in line with policy and towards the Teacher Gold Standard (TGS)
2. Plan work in accordance with the school and faculty curriculum intent.
3. Plan in accordance with the subject's schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS.
4. Liaise with relevant 'expert' colleagues on the planning of units of work for effective collaborative delivery.
5. Teach literacy (and numeracy) as part of your subject, within the requirements of our '*Power of Language Strategy*' [POLs], (Strand 5 of the TGS)
6. Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.
7. Take account of students' prior levels of attainment and build on prior learning to meet agreed academic targets.
8. Set work for students absent from school for health or disciplinary reasons or who are in our On Board Centre/Head of Year Hub.
9. Set work during planned periods of your own absence from school.
10. Set extremely high standards for students' behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school's Behaviour and Teaching & Learning Policies and to the TGS Strand 1 '*Being in Charge of your Class and Form*'.
11. Stretch all students, with a focus on the least advantaged (FSM or in care), those with additional needs and the most able.
12. Set appropriate and demanding expectations for students' learning, motivation and presentation of work.
13. Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
14. Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)

15. Maintain notes and plans of lessons undertaken and of students' work and progress.
16. Mark, monitor and return work in line with school policy, the TGS Strand 3 '*Assessing Well*' and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which students respond.
17. Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar.
18. Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
19. Complete reports in line with policy and as specified in the published calendar.
20. Attend parents' evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
21. Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND students and for those in care and reasonably adjust teaching as required by any individual education plan.

22. Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

23. Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
24. Support the values of the school: manners, hard work, honesty and success
25. Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.
26. Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers' Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master's in Expert Teaching).
27. Treat all members of the community, colleagues and students, with respect and consideration.
28. Treat all students fairly, consistently and without prejudice using warmth and strictness.
29. Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school's high standards.
30. Attend school events as required.
31. Take pride in all you do and allow students to do the same.
32. Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
33. Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
34. Read and adhere to the various policies and priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
35. Read and adhere to the mission and core educational purposes of the Tame River Educational Trust.
36. Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
37. Undertake duties as required.
38. Ensure that all deadlines are met, as published in the school calendar.
39. Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader.
40. Be proactive and take responsibility for matters which secure health and safety.
41. Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

Student Development

42. Ensure the safety and well-being of all students in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
43. Undertake the responsibility for a form group as part of one year group as required.

44. Be the first point of contact for students and parents of students in your form group.
45. Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
46. Monitor (and set targets for) the personal, social and academic progress of individuals in your Form.
47. Ensure excellent attendance, punctuality and behaviour from all in your Form.
48. Promote and develop Student Character as part of our Character Pillar Programme.
49. Make a positive contribution to the wider life and ethos of the school.

Leadership & Management

50. Work closely with the Faculty Leader to support the leadership and management of the Performing Arts & Sport Faculty, contributing to faculty strategy, development and decision-making.
51. Lead and manage Music across Key Stages 3 and 4, taking responsibility for the quality and development of the curriculum, teaching, learning and enrichment within the subject.
52. Develop and continually improve a broad, ambitious and high-quality Music curriculum, which meets or exceeds National Curriculum requirements and secures strong engagement, progress and outcomes for students.
53. Ensure schemes of work, assessments and curriculum resources within Music are current, well sequenced and fit for purpose.
54. Develop a strong learning culture within Music where students become effective, resilient and independent learners who take pride in their work and achievements.
55. Lead, develop and promote the school's Brass Band, other bands and musical ensembles, providing students with high-quality opportunities to perform and develop their musical talents.
56. Work with the Faculty Leader and other faculty colleagues to provide a high-quality, inclusive programme of co-curricular and enrichment opportunities, identifying and developing students with particular skills and talents and providing opportunities for performance, productions, competitions and other events.
57. Support the Faculty Leader in developing strong and purposeful curriculum and enrichment links with local primary schools, secondary partners and other relevant organisations, particularly to support progression in Music between Key Stages 2 and 3.
58. Lead and contribute to professional development within Music and the wider faculty through coaching, mentoring, sharing expertise and modelling excellent practice.
59. Support the Faculty Leader in the effective leadership, deployment and development of staff, including supporting workload and well-being and holding those you line manage to account for the quality of their work.
60. Promote high standards of behaviour, conduct and attitudes to learning within Music and support the Faculty Leader in maintaining these standards across the faculty.

61. Participate actively in faculty and whole-school quality assurance processes, including lesson observations, work scrutiny, curriculum review and student feedback.
62. Support the Faculty Leader with the effective day-to-day organisation and management of the faculty, including appropriate arrangements for staff absence and cover where required.
63. Contribute to the wider development of students, including their character, leadership, participation and service through the opportunities provided by Music and the wider faculty.
64. Undertake duties commensurate with the Head of Music/Deputy Faculty Leader role and deputise for the Faculty Leader when required.

Accountability

65. Be accountable for the success and continuous improvement of Music at Key Stages 3 and 4, including the quality of education, student attainment and progress.
66. Support the Faculty Leader in securing the success and continuous improvement of the Performing Arts & Sport Faculty, taking appropriate leadership responsibility as Deputy Faculty Leader.
67. Monitor, evaluate and report on the quality of the Music curriculum, teaching, learning and student outcomes, taking appropriate action where improvement is required.
68. Analyse and interpret school, local and national data and other relevant evidence to evaluate performance and inform curriculum planning, faculty priorities and improvement strategies.
69. Monitor the attainment and progress of all students within Music, with particular attention to disadvantaged students, students with SEND and other identified groups, implementing appropriate strategies where gaps are identified.
70. Ensure appropriate assessment, tracking and intervention processes are in place within Music so that students experiencing difficulty, as well as those with particular talents, are identified and appropriately supported or challenged.
71. Provide the Faculty Leader and other school leaders with timely and accurate information regarding the performance, strengths and development priorities of Music.
72. Contribute to faculty and whole-school improvement planning, ensuring agreed actions within your areas of responsibility are implemented, monitored and evaluated.
73. Be accountable for maintaining high standards of behaviour, participation and engagement within Music, both within lessons and through co-curricular provision.
74. Be accountable for the effective leadership and management of staff for whom you have designated line-management responsibility.

	As a member of staff, you are expected: 75. To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere. 76. To follow and uphold all school policies and be an excellent ambassador for the Trust and Mossley Hollins High School. 77. To have a responsible and diplomatic approach to matters of a confidential nature. 78. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day. 79. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems. 80. To undertake any other duties that might be reasonably requested, by the Headteacher, Faculty Leader, Line Manager, or any other member of the Senior Leadership Team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility.
Health and Safety:	The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues. All Trust schools are non-smoking sites.

General:	This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.
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Person Specification

	Essential	Desirable	Method of assessment
Qualifications	• A good honours degree in Music or a relevant subject, or equivalent qualification. • Qualified Teacher Status (QTS). • Evidence of continuous professional development relevant to teaching, curriculum and/or leadership.	• Evidence of leadership and management training or relevant leadership professional development. • Further relevant professional or academic qualifications.	• Application form. • Production of original qualification certificates. • Professional references.

Experience	• Successful experience of teaching Music at Key Stages 3 and 4, including evidence of positive outcomes at GCSE. • Experience of developing and delivering a high-quality Music curriculum. • Evidence of successful leadership, including leading an aspect of departmental or faculty improvement. • Experience of contributing to or leading co-curricular Music provision, including performances, bands and/or ensembles. • Experience of using assessment and performance information to secure student progress and improvement.	• Experience of line managing, coaching or mentoring colleagues. • Experience of quality assurance and supporting the development of teaching and learning. • Experience of developing partnerships with primary schools, secondary schools and/or external organisations.	• Application form. • Interview. • Professional references. • Selection activities, where appropriate.
Skills and Knowledge	• Excellent Music subject knowledge and a strong understanding of curriculum progression at Key Stages 3 and 4, including GCSE requirements. • Ability to lead and develop an ambitious, well-sequenced Music curriculum and secure high standards of teaching, learning and student outcomes. • Excellent classroom and behaviour management skills. • Ability to analyse performance information, evaluate provision and identify priorities for improvement.	• Knowledge or experience of developing Music provision across Key Stages 2 and 3. • Knowledge or experience of wider Performing Arts provision. • A full, clean driving licence.	• Application form. • Interview. • Professional references. • Selection activities, where appropriate.

	• Ability to lead, motivate, support and appropriately challenge colleagues. • Ability to contribute effectively to the leadership of the wider faculty and deputise for the Faculty Leader when required. • Musical knowledge and skills to lead and develop high-quality bands, ensembles, performances and other enrichment opportunities. • Up-to-date knowledge and understanding of safeguarding and child protection. • Excellent communication, interpersonal, organisational and ICT skills.		
Personal competencies and qualities	• Passion for Music education and commitment to securing high expectations and excellent outcomes for all students. • Commitment to safeguarding and promoting the welfare of children and young people. • Trustworthiness, integrity and sound professional judgement. • Ability to establish positive and appropriate professional relationships with students, parents/carers and colleagues. • Ability to inspire, motivate and work collaboratively with others. • Resilience, initiative and		• Application form. • Interview. • Professional references.

	the ability to manage competing priorities effectively. • Commitment to ongoing professional development and contributing to the wider life of the school. • Commitment to the values and ethos of the Trust and school.		
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Employee Acknowledgement

I have received a copy of my job description.

I have read and understand the duties of my job.

I confirm that I can fulfil the requirements of the role of Head of Music/Deputy Faculty Leader (Performing Arts and Sport)

Signed:

Date: