

Candidate Pack

Head of Music



At Flegg we put the student at the heart of the curriculum. Guided by our core values of kindness, aspiration and respect, we believe that every child, regardless of background or ability has the right to an excellent education that helps them to be and become the best version of themselves.



Vacancy: Head of Music

Flegg High Ormiston Academy is part of the Ormiston Academies Trust. The academy has an excellent profile locally and has won many prestigious awards. We actively promote development of the whole child, as well as ensuring access to a broad and balanced curriculum and excellent extra-curricular opportunities. Quite simply, we believe that every member of Flegg High Ormiston Academy has the right to be happy, safe and successful.

We are seeking to recruit a passionate and motivated practitioner who can deliver high quality learning across all areas of the Music curriculum.

Applications are invited from inspirational and talented classroom practitioners and leaders who are dedicated to delivering the highest quality music teaching, supporting their team to become the very best music teachers and encouraging youngsters to flourish with regard to mastery, creativity and future pathways in music. The successful candidate will have a proven track record of excellent outcomes and will be passionate about delivering exciting, innovative and engaging music lessons that allow all students to achieve their full potential.

Salary: MPS + TLR2 £4,797

Start Date: September 2023 or sooner

Closing Date: 3pm Monday 27th March 2023

Interview Date: Thursday 30th / Friday 31st March 2023

To find out more or visit the academy please contact Mrs Spooner on 01493 749207

Job Description

Name:

Job Title: Head of Music

Grade: MPS + TLR2

Responsible To: Senior Leadership Team

Responsible for: Provide leadership and management of their subject area in order to secure high quality teaching by all staff within the department. Ensure the effective use of resources and the improvement of standards of learning and achievement of all pupils.

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

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document. Main Pay Range Teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Principal. In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as a Subject Leader, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the School are substantial and sustained.

1. Teaching

- 1.1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the School's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
- 1.2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3. Set and mark work to be carried out by the pupil in school and elsewhere.
- 1.4. Participate in arrangements for preparing pupils for external examinations.

2. Whole school organisation, strategy, and development

- 2.1 Contribute to the development, implementation and evaluation of the School's policies, practices and procedures in such a way as to support the School's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety, and discipline

- 3.1 Promote the safety and well-being of pupils in accordance with the School's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the School behaviour policy.

4. Management of staff and resources

- 4.1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3. Deploy resources delegated to you in accordance with School policies.

5. Professional development

- 5.1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.1. Communicate with pupils, parents and carers in accordance with the School ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1. Collaborate and work with colleagues and other relevant professionals within and beyond the School.
- 7.2. Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the School, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

- 8.1. Make a positive contribution to the wider life and ethos of the School.

9. Upper Pay Range Accountabilities

- 9.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 9.3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 9.5. Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.6. Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 9.8. Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- 9.9. Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- 9.10 Be accountable the outcomes and performance of the subject and teachers within the subject area.
- 9.11 Develop short, medium and long term plans for the development and resourcing of the department.
- 9.12 Follow the Quality Assurance Cycle and ensure relevant actions are put in place where necessary.

10. Specific Additional Accountabilities

- 10.1 Use data to analyse student performance both past and present.
- 10.2 To undertake for your subject area school improvement strategies, including the process of self-evaluation.
- 10.3 Manage the Departmental budget and ensure value for money and effective use of resources.
- 10.4 Ensure behaviour is consistent through the department and manage the implementation of consequences and sanctions in line with the school behaviour policy.

- 10.5 Keep accurate and effective tracking systems in place to ensure appropriate intervention is put in place for students requiring support and evaluate the effectiveness of the improvements.
- 10.6 Assign pupils to appropriate teaching sets and liaise with Heads of Year.
- 10.7 Manage the provision of intervention by the department.
- 10.8 Ensure a safe working and learning environment in which risks are properly assessed.
- 10.9 To organise and lead trips and visits as required within the structures put in place by the school.
- 10.10 Organise and run Departmental meetings.
- 10.11 Attend Subject Leader meetings, Middle Leaders conferences and the Building of Achievement group meetings.
- 10.12 Lead and manage the Read aloud programme.
- 10.13 Lead whole school literacy interventions ensuring all students reach their chronological reading age.
- 10.14 Manage, run and participate in after school activities outside of normal school hours, including revision sessions.
- 10.15 Ensure appropriate health and safety regulations are followed to ensure the safety of students undertaking physical activity.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of pupils at that School.

Review

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties.

Signature _____ Date _____

Head of Subject Person Specification

The successful applicant will be able to demonstrate the following minimum requirements in their career to date

MINIMUM REQUIREMENTS	ESSENTIAL	DESIRABLE	MEASURED BY A – Letter of application B – Exercise/Activity C – Interview
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Qualifications and Experience

Qualified Teacher Status	✓		A and C
Degree in the relevant subject	✓		A and C
At least two years teaching experience at time of application	✓		A and C
Good Honours degree in the relevant subject		✓	A and C
Relevant Leadership training experience e.g. National College course or locally run course		✓	A and C
Experience of developing networks with other organisations and providers and forging community links	✓		A and C
An excellent classroom practitioner with experience in supporting other colleagues to improve	✓		A, B and C
Proven track record of results and of helping to raise standards	✓		A, B and C
Previous experience of leading a significant change within the department and/or across a school		✓	A, B and C

Knowledge and Skills

Ability to build and form good relationships with students, colleagues and other professionals	✓		A, B and C
Ability to work effectively in leading a team, understanding school roles & responsibilities including own and those of team-members	✓		A, B and C
Ability to improve own and others practice / knowledge through self-evaluation and identifying areas for improvement	✓		A and C
Strong verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students and other professionals	✓		A, B and C

Knowledge and Skills continued

Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation such as health & safety and safeguarding	✓		A and C
Confidence and competence in the use of ICT and in the analysis and manipulation of data in order to drive improvement	✓		A, B and C
Understanding of the role of Self Evaluation and experience of producing Improvement Plans and reviewing performance		✓	A, B and C
Experience of writing schemes of work for your subject, and up-to-date knowledge of relevant curriculum and assessment systems and their application to monitor student progress	✓		A and C
Clear understanding of the strategies available to raise student performance and improve outcomes	✓		A, B and C
Excellent motivation skills and inspirational leadership style	✓		A and C

Personal Qualities

Ability to set high standards and work as a role model	✓		A, B and C
Ability to lead a team, deal with personnel issues and create an effective and high performing group of professionals	✓		A, B and C
A positive, optimistic, ambitious approach to education and supporting young people to be the best they can be	✓		A, B and C
Ability to effectively listen and show empathy when required	✓		A, B and C
Ability to show initiative and to prioritise one's own work even when under pressure. Ability to 'self-start'.	✓		A, B and C
Able to follow direction and work in collaboration with colleagues at all levels	✓		A, B and C
Able to work flexibly to meet deadlines and respond to unplanned situations	✓		A, B and C
Efficient and meticulous in organisation	✓		A, B and C
Desire to enhance and develop skills and knowledge through CPD	✓		A and C
Commitment to the highest standards of child protection and safeguarding	✓		A, B and C
Recognition of the importance of personal responsibility for Health & Safety	✓		A, B and C
Commitment to the school's ethos, aims and its whole community	✓		A and C