

## HACKNEY NEW PRIMARY SCHOOL

### **Job Description**

Head of Music

Work Pattern: Part-time (0.8) or Full time (negotiable)

The role of the Head of Music with the support of the Senior Leadership Team, Leadership team, Trust and the Local governing Body takes responsibility for the day-to-day running of the Music department and the provision of musical activities and provision within the school. He or she provides leadership to the Music team including the General teachers for Musicianship lesson, taking overall responsibility for running all co-curricular events, educational events, concerts, services, exams and leading the provision of a vibrant and innovative Music curriculum, with a focus on String instruments (violin, viola, cello and bass) across the School.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

### **Main Purpose**

Lead the Music programme and department through effective planning, teaching, communication and management of human and physical resources and organisation of the curriculum by:

- Taking overall responsibility for all aspects of the Music Department and for line managing other staff in the department, both teaching and peripatetic staff
- Teach Music throughout the school as a specialist teacher
- Organise the Music provision of the school at strategic and on day to day basis, liaising with other leaders or teachers about the provision and overseeing written reports, Tapestry observations and assessments for Music.
- Make exam entries for pupils in Year 6 with music examination boards, liaise with staff about exam timetables, organise preparations and make provision for accompanists.
- Ensure that the Music curriculum is reviewed, updated and enhanced as appropriate each year and is diverse and represents our pupils.
- Complete an annual development/action plan for the Music Department within the School's overall priorities.
- Ensure a successful termly programme of musical performances and to encourage excellence and participation in concerts, performances, activities and educational visits
- Organise concerts in the community and provide music for services and other festivals
- Develop an expertise in music technology
- Have excellent keyboard skills
- To organise and run enrichment opportunities and support interventions for students within Music, including the enrichment class programme, extra curricular clubs and trips etc.
- Ensure that the whole school policies are followed consistently
- To lead singing assemblies and concerts or performances of our pupils.
- To undertake duties as directed and in accordance with Academy expectations.
- Analyse attainment data of students, identifying areas for improvement and implementing intervention programmes as appropriate
- Promote and develop a collaborative, open culture within the Department which facilitates the sharing of effective teaching and learning practices
- Take a full and committed role in their own professional development, acting as a role model to others

- To embed the new Ofsted framework for Music and criteria and ensure all staff are trained and competent.
- To review annually all Music policies, systems, structures and practices to ensure they are effective.
- Presenting clear evaluations of strategies, interventions and outcomes to different stakeholders.
- Providing outstanding leadership and management to and of staff.
- Contribute to effective strategic leadership of the school, working closely with the Headteacher and Deputy Headteacher.
- To identify staff training requirements for Music department and support the production and delivery of a whole school training plan.
- To guide and advise staff in their training and professional development.
- To coordinate and quality control the delivery of performance management of Music department.
- To implement interventions to support underperforming staff.
- Ensure that work is prioritised and resources are allocated in line with the strategic plan.
- The post holder will be expected to carry out other such professional tasks commensurate with the duties, responsibilities and level of the post.
- Promote and safeguard the welfare of students you come into contact with.
- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Be aware of and adhere to all of Eko Trust and HNPS policies and procedures and comply with their contents; raising any concerns in a timely manner

### **Strategic Direction**

- Develop and implement policies for Music in line with our school's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school improvement plan and produce an action plan for the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaise with the local authority and/or Eko Trust within subject groups on subject related events, projects and activities.
- Contribute to the creation and implementation of the School Improvement Plan (SIP) linked with the SEF particularly with reference to their phase and subject.
- Communicate effectively the long, medium and short term objectives of the School Improvement Plan to Music team including roles, responsibilities and timescales.
- Monitor, evaluate and review school policies and practices taking account of national, local and school context, data and inspection and research findings.
- responsible for reporting to parents and home/school links.

### **Leading the curriculum**

- Develop and review regularly the vision, aims and purpose for the subject area

- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area
- Ensuring well planned, well-resourced and well taught Music lessons take place across all year groups and classes.

### **Teaching and Learning**

- Contribute to the establishment and maintenance of policies which promote effective and professional practice and define curriculum content.
- Participate in monitoring and evaluating the quality of teaching and standards of achievement of all pupils in the Music Team; using the time effectively.
- Monitor and evaluate the implementation of the curriculum and assessment policies/practice including Assessment for Learning in their phase and subject.
- Maintain an effective partnership with parents to improve children's achievement and personal development and well being

### **Leading and managing staff**

- Hold team meetings on the subject to keep staff informed of any developments or changes.
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising Tapestry observations, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Plan, allocate, support and evaluate the work undertaken by your team's teaching and support staff as groups, teams and individuals
- Find solutions to remove barriers to learning in their phase
- Contribute to the implementation of effective systems for the management of staff performance, incorporating Performance Management and Appraisal targets for the teachers and support staff including those relating to pupil achievement.
- Motivate and enable staff to develop expertise in their respective roles through continuing professional development.
- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

### **Efficient and effective deployment of resources**

- Audit, check and manage resources (including instruments) to ensure they are up to date and match pupil and curriculum needs
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Create a safe, welcoming environment and take care of the classroom accommodation
- Work with the English subject leader to ensure that links between the subject topics and fiction and non-fiction books are used within the English curriculum
- Provide support with textbooks and library books in the subject area

### **Accountability**

- Provide information, objective advice and support to the Local Governing body and the Central Team to enable it to meet its responsibilities for securing effective teaching and learning, improving standards of achievement and achieving efficiency / value for money.
- Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school
- Contribute to the presentation of regular reports of the school's performance to Governors, Trust, local community, DfE and OFSTED
- Contribute to the establishment and monitoring of systems which keep parents well-informed about curriculum, children's achievements and progress and encourage parents and other family members to make a contribution to achieving challenging targets for their children.

### **Child Centred Learning**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children .
- Know the local arrangements concerning the safeguarding of children.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

### **Professional development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

The leader will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

### Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Music Degree, with performance element</li> <li>• Evidence of a commitment to professional development</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching of Music within the primary range</li> <li>• proven track record in raising pupil attainment</li> <li>• working in partnership with parents</li> <li>• effective planning, assessment and record keeping</li> <li>• ability to work independently and as part of a team, contributing to INSETs and/or directed learning times</li> <li>• ability to develop and maintain positive relationships with teachers, support staff and parents</li> <li>• effective classroom management and efficient organisation of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading Music</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Good subject knowledge and understanding of the National Curriculum</li> <li>• Clear philosophy of primary education which puts the child at the centre of the process</li> <li>• Able to plan for progression across the attainment range, designing effective learning across a series of lessons</li> <li>• Ability to use data to inform planning and match work to pupils' needs</li> <li>• Ability to adapt teaching to meet the pupil' needs</li> <li>• Has an awareness of the principles of effective assessment which empowers children as learners</li> <li>• Understand the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child protection</li> <li>• Understands and demonstrates effective teaching and learning styles</li> <li>• Good understanding of a range of positive</li> </ul>	

	<ul style="list-style-type: none"> <li>behaviour management</li> <li>Identified curriculum strengths</li> <li>Ability to build effective relationships with pupils</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>first study string player</li> <li>Strong pianist</li> <li>Promote the school's aims positively, and use effective strategies to motivate and inspire pupils;</li> <li>Develop good personal relationships within a team;</li> <li>Establish and develop close relationships with parents, governors and the community;</li> <li>Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>Create a challenging, effective and stimulating learning environment.</li> <li>Able to use ICT effectively</li> <li>strategic approach, ability to see the 'big picture' and also think 'outside of the box'</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>High expectations for children's attainment and progress</li> <li>Ability to work under pressure and prioritise effectively</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding and equality</li> <li>excellent analytical and multi- dimensional communication skills</li> <li>ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard</li> <li>must have the upmost integrity as well as high levels of motivation and commitment</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>An enhanced DBS check is required</li> </ul>	