



John Kyrle High School & Sixth Form Centre

CANDIDATE INFORMATION PACK HEAD OF MUSIC



*New Style Academy
Specialist Technology College
Modern Foreign Languages College
Applied Learning College*

Headteacher's Welcome

Thank you for your interest in our school and the advertised post of head of music. I hope you find the information you require. You will get a flavour of our successful, popular and unique school which I am immensely proud to lead.

The school gained excellent examination results which have ranked amongst the best in its history at both GCSE and A Level. Outcomes are, once again, above local and national averages for attainment. Student progress remains strong for all groups of learners.

My mantra, shared with students, is that I want them to be 'Happy, Healthy and Successful'. The school's moto, Carpe Diem—Seize the Day—means that we do all we can to ensure students and staff enjoy their time in school. I believe that students have one chance at education and it is our job to ensure they have every opportunity to fulfil their potential



The school is fortunate with hugely committed staff keen to provide extra-curricular activities in a multitude of areas. These include music, drama, sport and opportunities to travel. We run regular skiing trips and biennial sports tour to Canada or South Africa. We liaise with partner schools in France and Germany. The sixth form undertake an annual visit to another partner school, Kisiki College, Namatumba, Uganda.

Additionally the school is involved in system leadership nationally. In my capacity as a National Leader of Education, and supported by colleagues in school who are qualified Specialist Leaders of Education, we work formally with schools, academy trusts and local authorities across the West Midlands and Gloucestershire.

I look forward to receiving your application.

A handwritten signature in black ink, which appears to read 'N. Griffiths'.

NIGEL GRIFFITHS

Headteacher



Our Heritage



John Kyrle High School and Sixth Form Centre is situated in the historic town of Ross-on-Wye, Herefordshire, which overlooks the beautiful Wye Valley. It gained technology-college status in 2002 with additional specialisms in MFL and applied learning. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure, yet challenged. John Kyrle converted to new-style Academy status on 1st January 2011.

The school takes its names from the great local benefactor, John Kyrle (1637-1724). He introduced a public water supply to the town, built a causeway to Wilton Bridge and reconstructed the unsafe 14th century spire of St. Mary's Church. He was praised by the poet Alexander Pope as the 'Man of Rioss' a title he has been known by ever since.

John Kyrle is a popular high school with an 8-form entry and caters for 1400 students, including 300 in the sixth form. Students are drawn from the town of Ross and the surrounding rural area. The school was formed in 1979 from the amalgamation of the existing Grammar and County Secondary schools. The school is located on the Ledbury Road about half a mile from the Market House and adjoining the duel carriageway.

The school is organized on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. Form tutors stay with their tutor groups from Years 7 to 11. Years 7/8 are overseen by lower-school heads of year but from Year 9 a new head of year moves through the upper school with his or her year group. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and a superb ICT facilities. Admission to sixth form courses is open but preferance is given to those students who achieve two grade 5s in subjects including English and maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of AS and A2 levels. The school is consistently in the top quintile for progress at KS4, and with 60% A*-B grades at A2, in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.



The school has excellent facilities, including sports fields, an all-weather sports surface, tennic courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a recently-opened music-technology suite and practice rooms, computer and business rooms, languages and scientific data logging laboratories, a gymnasium and an on-site sports hall, which are used extensively. There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. In 2015, a brand new £1.2m Maths Centre of Excellence was opened with 10 specialist maths classrooms and a shared study facility for A-level students and staff.

In it's latest 'Short' Ofsted inspection in March 2017, the school's grading of *Good* overall with *Outstanding* Leadership & Management, Pupil Behaviour and Safeguarding and Sixth Form from September 2012 were endorsed. The March 2017 inspeciation feedback letter commended 'strong senior leaders and an effective board of trustees'. It also notes:

- *Staff are proud to work at the school*
- *Pupils are well behaved, polite and friendly*
- *Because of excellent attitudes to learning and strong academic results, pupils are well prepared for life after school.*

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential. Our school motto is 'Carpe Diem' - sieze the day! We try to live up this motto every school day.

The Role

From September 2021, we are looking to appoint a head of music who is determined to create an outstanding offer for all our students. You must be passionate about music and willing to go the extra mile to ensure that the subject takes its rightful place at the centre of the school. Candidates must be keen to see all students develop their skills both in the classroom and also through extra-curricular provision.

We are seeking an outstanding and enthusiastic classroom practitioner to build exceptional provision by designing and implementing a challenging music curriculum that is designed following a mastery approach. The successful candidate should ensure that strong foundations for subject progression are in place, enabling all students to fall in love with the study and practice of music.

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

1. How your expertise fits you for the post
2. Your approach to teaching music and strategies for raising achievement and ensuring progress
3. Your vision for a successful department

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Monday, 19th April 2021 (12.00 noon).**

Shortlisted candidates will be invited to attend interview week commencing 26th April 2021.

The school is unable to directly inform candidates if they have been unsuccessful.

Department Profile

The music department is a dynamic and forward-looking department, committed to motivating and engaging students in music learning, both in the classroom and through extra-curricular activities. The department has two main members of staff plus support from musical members of other teaching staff. It also has the backing of the senior leadership team who understand the benefits a broad and creative curriculum can offer. The department has also seven peripatetic instrumental teachers.

Facilities

The music department is extremely well equipped and comprises of three full-size classrooms, two of which are specifically designed for KS3 and 4. These two classrooms are equipped with keyboards and networked IWBs. One of these classrooms has 18 networked computers and the other is open plan for space for orchestra and choir rehearsals. The third classroom has been adapted for the BTEC level 3 Music Technology course, comprising of 16 Apple iMacs running Logic Pro and Sibelius 6. This room is also used for KS4 BTEC level 2 lessons and for GCSE composing. All computers in the department have an audio interface to allow the recording of vocals or guitars.

The department also has a considerable number of band instruments including seven drum kits, a large range of electric, acoustic and bass guitars and an array of amps for practice and performance. There is also a half set of Samba drums and African djembes as well as general percussion, used mainly at KS3.

The music suite has two studios with a central control room, a MAC and their own mixing desks. There are also three general practice rooms. The department, which is purpose built, uses professional quality outboard hardware and a wide variety of dynamic and condenser microphones from Rhode, AKG and Shure. The studio equipment is also complemented by DJ and live sound equipment.

Curriculum

We pride ourselves on the provision of a curriculum which utilises the specialist skills of our teaching staff.

KS5—We offer Pearson Edexcel BTEC level 3 Extended Certificate in Sound Engineering. A-level Music has been successfully taught at the school and is offered as an option, but this does depend on student uptake.

KS4—The department offers both GCSE Music, presently following the Eduqas syllabus and the Pearson Edexcel BTEC level 2 First Award in Music, allowing students to specialise in different areas of music. These courses are run separately and there is good uptake for both.

KS3—Students presently receive 2 lessons per fortnight for Years 7 & 8 and one hour for Year 9. Lessons are taught primarily through performing and listening, following a broad curriculum that encourages reading of different notations and use of a wide variety of instruments. We also use computers at KS3 to support learning. We encourage students to be creative and ensure that students have a significant musical foundation to access music at KS4, either GCSE or BTEC.

Extra-curricular in Music

Under normal circumstances, we have a strong commitment to extra-curricular activities. There is an orchestra, two choirs, saxophone and clarinet groups, a flute choir, rock club and various bands. We put on one major concert each year and a Carol Service. We have also put on musicals—'We will Rock You' and 'West Side Story' are but a few. We have produced music for the school's pantomime and have put on band events. The BTEC level 2 groups have also produced and performed in lunchtime concerts as part of their course. The sound at most of these events is run by the sixth form music technology students, often as part of their coursework, under the supervision of the music technology teacher. Students may book the studios/practice rooms during lunch times for individual, band and small group rehearsals. Longer sessions can be booked after school.

Job Description

Responsible to: deputy headteacher/assistant headteacher

Responsible for: teaching staff and other relevant personnel within the department

Main Purpose of the role:

- to raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress
- to develop and enhance the teaching practice of others
- to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the aims of the school and curricular policies determined by the board of trustees and the headteacher
- to be accountable for leading, managing and developing the subject/curriculum area
- to effectively manage and deploy teaching/support staff, financial and physical resources within the department
- to support the designated curriculum portfolio
- to work collaboratively with the lead teacher for drama on whole-school productions
- to take overall responsibility for all extra-curricular musical activities, including concerts and carol services.

Principle responsibilities

A head of music at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Operational/strategic planning:

- to lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment, teaching and learning strategies in the department
- to manage, control and operate course provision with the department, including effective deployment of staff and physical resources
- to actively monitor and follow up student progress
- to implement school policies and procedures, for example equal opportunities and health and safety
- to work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school
- to link with teaching staff to ensure that work in the curriculum area fully reflects the school’s distinctive ethos and mission
- to ensure that health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the school’s health and safety manager.

Curriculum provision/development:

- to liaise with the deputy headteacher to ensure the delivery of an appropriate, comprehensive, high-quality and cost-effective curriculum programme which complements the school improvement plan
- to be accountable for the development of the whole department
- to keep up to date with national developments in the subject area, teaching practices and methodology
- to actively monitor and respond to curriculum development and initiatives at national, regional and local levels
- to liaise with the deputy headteacher to maintain accreditation with the relevant examination and validation bodies
- to ensure the development of music and drama is in line with national developments.

Staffing:

- to work with the assistant headteacher for personnel to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- to assist in the process setting of targets within the department, and to work towards their achievement

- to help establish common standards of practice within the department and develop the effectiveness of teaching and learning styles
- to contribute to the school's procedure for lesson observations
- to implement school quality procedures and to ensure adherence to those within the department
- to monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria
- to seek/implement modification and improvement where required
- to ensure the department's quality procedures meet the requirements of self-evaluation and school's development plan.

Management:

- to ensure the maintenance of accurate and up-to-date information concerning the department on the management information system
- to make use of analysis and evaluate performance data provided
- to identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing and progress on the action
- to produce reports within the quality assurance cycle for the department
- to produce reports on examination performance, including the use of value-added data
- to liaise with the deputy headteacher about the department's collection of data
- to provide the headteacher with relevant information relating to departmental performance and development.

Communications:

- to ensure that all members of the department are familiar with its aims and objectives
- to ensure the effective communication/consultation as appropriate with the parents/carers of students
- to liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- to represent the department's views and interests.

Marketing and Liaison:

- to contribute to the school's liaison and marketing activities e.g. the collection of material for press release, website etc.
- to lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events
- to actively promote the development of effective subject links with external agencies.

Management of Resources:

- to manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down. This includes deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records
- to work effectively with the deputy headteacher in order to ensure the department's teaching commitments are effectively and efficiently timetabled and roomed.

Teaching and Learning:

- to set high expectations which inspire, motivate and challenge all learners, within a safe, respectful and stimulating environment
- to promote and be accountable for good progress and outcomes by students, building upon prior learning and supporting students in reflecting upon their own learning
- to demonstrate an understanding of, and take responsibility for, promoting high standards of articulacy and the correct use of standard English
- to plan and teach well-structured lessons, which make effective use of time and which promotes a love of learning intellectual understanding, and to reflect upon their effectiveness
- to set homework and plan other out-of-class activities to consolidate and extend the learning of students
- to adapt teaching to respond to the strengths, needs and stages of development of all students, using approaches which enable students to learn effectively
- to have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- to have a clear understanding of the needs of all students, including those with special educational needs, those with English as an additional language and those with disabilities, and to use and evaluate distinctive teaching approaches to engage and support them
- to make accurate and productive use of assessment, including the effective use of Assessment for Learning strategies of data to monitor progress, set targets and plan subsequent lessons
- to manage behaviour effectively to ensure a good and safe learning environment.

Wider Professional Responsibilities

- to make a positive contribution to the wider life and ethos of the school
- to develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- to deploy support staff effectively
- to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- to work effectively as a member of a team(s) and to contribute positively to effective working relations within the school
- where appropriate, to communicate with bodies outside the school
- to communicate effectively with parents/carers with regards to students' achievements and well-being
- to assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan
- to carry out the professional duties of a teacher as outlined in the "School Teachers' Pay and Conditions" document and/or any subsequent legislation
- to be a member of a duty team, when assigned and carry out such duties punctually and efficiently.

Pastoral:

- to monitor and support the overall progress and development of students within the department
- to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- to be a form tutor and to promote the general progress and well-being of individual students and of the tutor group
- to ensure that any concern of a safeguarding nature is dealt with immediately and in line with school policy
- to ensure the behaviour management system is implemented in the department, so that effective learning can take place.

Music & Drama Responsibilities:

- to organise and oversee the effective administration of instrumental lessons taught within the school
- to initiate concert opportunities, both formal and informal, for students of all abilities within the school
- to provide musical accompaniment for all school productions
- to oversee and assist with the supervision of instrumental music practice
- to be actively involved in the preparation and performance of all music/drama related projects within the school
- to actively promote all school productions e.g. school concerts, school performances etc.

General Information:

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking or vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented within his/her areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding provision as appropriate.

The job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. The post holder may at any time, undertake other activities commensurate with this job description.

Person Specification

Post Title: head of music	
Essential	Evidence
Experience Ability to undertake teaching of music to all levels of ability up to KS4 Evidence of successful teaching with secondary age students An understanding of the learning needs of students with all academic abilities	Application Interview
Qualifications Good honours degree or comparable qualification Qualified teacher status Willingness to undertake INSET and continuing professional development	Application
Skills & Abilities Able to motivate students and raise achievement Able to lead a team of subject specialists and support staff Ability to play a musical instrument to grade 8 Ability to play the piano/keyboard (desirable) Able to work as a member of a team Organisational skills Interpersonal skills Communication skills Administration skills Ability to use a variety of teaching/learning styles Ability to fulfil the “Teachers’ Standards” Good classroom management/appropriate attitudes to use of	Application Reference Interview
Other Ability to form and maintain appropriate relationships and personal boundaries with children and young people Willingness to participate in extra-curricular activities Knowledge of wider educational issues Clear understanding of equal opportunities Ability to work with staff at all levels Ambitious for further promotion Initiative Flexibility Enhanced DBS clearance	



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