
Job Description for Lead Teacher of Music

Responsible to: Head of Faculty

Based at: Wingfield Academy

Paid on: Main Pay Scale + TLR2a

OVERALL PURPOSE OF THE POST

The Lead Teacher in Music role is to work alongside the Head of Faculty (Performing Arts) providing leadership support in a specific area within the curriculum. The candidate will contribute significantly to the success and progression of students and the achievement of the Academy's challenging targets. They play a critical role in setting high standards for staff within the curriculum area, establishing and maintaining high expectations. They nurture the talent and performance of staff and students, they identify, celebrate and share good practice and they provide robust challenge and support when staff and student performance do not meet expectations.

MAIN DUTIES

- To support the Faculty Leader in sustaining a learning and achievement culture within the specific area, aligned to Academy/Trust mission and values.
- To support the Faculty Leader in ensuring systems are in place to ensure high quality teaching and learning from all faculty members of staff that result in good and outstanding outcomes for students.
- To be accountable for leading, managing and developing the specific area within the curriculum, as directed by the Faculty Leader.
- To be accountable for student progress and development within the specific area within the curriculum.
- Use of strategic leadership skills to ensure that staff within the specific area are aware of the required expectations regarding student achievement and progress.

The following duties will be performed in support of the Head of Faculty

Quality Assurance

- To ensure the effective operation of quality control systems in adherence to those within the Academy/Trust.
- To ensure that the Academy/Trust quality procedures are implemented within the specific area.
- To ensure that the specific area's quality procedures meet the requirements of self-assessment.
- To contribute to the Academy/Trust procedures for lesson observation.
- To monitor and evaluate the specific area in line with agreed Academy/Trust procedures including evaluation against national benchmark data and performance criteria.
- To seek/implement modification and improvement where required.
- To develop the effectiveness of teaching and learning styles within the Academy and develop common standards of practice in line with the Academy's TLE model.
- To challenge underperformance within the specific area, whilst disseminating and promoting areas of best practice.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role. The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

Operational Planning

- Following direction from the Faculty Leader, to lead the development of appropriate specifications/syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within a specific subject area.
- To develop and direct staff within the faculty, delegating tasks where appropriate in relation to the specific area.
- To work with the Faculty Leader to formulate objectives and plans for the faculty which have coherence with the objectives and plans of the Academy/Trust.
- To ensure that health and safety, safeguarding and PREVENT policies and procedures are fully implemented within the faculty, and Trust policies more widely.

Curriculum Development

- To keep up to date with national developments in the subject area and teaching practice, methodology and qualifications.

Staffing

- To work with and develop any staff who require improvement, implementing HR policies where appropriate.
- To undertake examination reviews with colleagues within the specific subject area in the Autumn term prior to reviewing departmental examination performance with senior leaders.
- To undertake appraisals and examination reviews for the specific subject area, taking effective action where evidence suggests underperformance at departmental or individual teacher level.
- To promote teamwork and to motivate staff to ensure effective working relations.

Management Information

- To make highly effective use of analysis and performance data.
- To identify and take appropriate action on issues arising from assessment data.

Teaching

- To consistently promote outstanding teaching and learning within the faculty, including your personal classes.
- Direct and lead staff in achieving outstanding levels of teaching and learning.

Other

- Be committed to the Safeguarding and wellbeing of children and young people.
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.
- **You may be required to work up to 2 evenings per academic year to support trust events.**

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the Academy/Trust, and only after consultation with you.

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Person Specification for Lead Teacher of Music

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

| ATTRIBUTES | ESSENTIAL | DESIRABLE |
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| Relevant Experience | <ul style="list-style-type: none"> • Proven experience of successful teaching evidence with good or outstanding value added results. • An outstanding practitioner. • Use of systems for monitoring student progress. | <ul style="list-style-type: none"> • Experience of teaching across the ability and age range. |
| Education and Training | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent in subject or related subject. • Evidence of continuous professional development and the ability to reflect on teaching practice and personal performance. | <ul style="list-style-type: none"> • Evidence of further and continuing professional development. |
| Teaching and Learning | <ul style="list-style-type: none"> • A willingness to use a range of teaching and learning techniques which engage and support learners. • Appreciation of the benefits of e-learning and ICT inside and outside of learning. • Openness to developments in approaches to teaching and learning. • Knowledge of how assessment and data support learning. • An understanding of how students learn. • Providing an effective environment through classroom management. | |
| Personal Skills and Qualities | <ul style="list-style-type: none"> • Thorough knowledge of National Curriculum Requirements in the subject. • An ability to teach up to and including GCSE level. • Knowledge of systems for monitoring student progress. • A philosophy centred upon the individual learner's value, potential, aspirations and needs. • An ability to encourage, inspire and motivate learners and demonstrate high standards and expectations of self and learners. | |

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| | <ul style="list-style-type: none"> • A passion for the subject(s) and for teaching and learning. • Can work collaboratively and supportively with other staff. • Skills of communication, organisation and accuracy. • Ability to work flexibly and respond positively to change. • Strong commitment to student welfare, achievement and support. • Knowledge of Social Inclusion issues. | |
| Additional Factors | <ul style="list-style-type: none"> • Commitment to the principles of comprehensive education. • Commitment to high standards of behaviour. • Commitment to continuous improvement and willingness to learn from experience and practice in this Academy and elsewhere. • Commitment to equal opportunities and safeguarding the welfare of students. | <ul style="list-style-type: none"> • Willingness to travel across Trust sites if the need arises (if not already in a shared post). • A willingness to offer an extracurricular activity for students. |

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