**POST Leader of Music**

**REPORTS TO: Leader of Learning For Performing Arts**

**SCALE: TMS/UPS plus TLR2a**

**KEY PURPOSE To ensure the continued delivery of high quality learning and teaching of Music and to therefore raise attainment in Music in all year groups.**

**To lead the subject team.**

**To lead strategies to enhance curriculum and pedagogical progression.**

 **To lead in designing an engaging and challenging curriculum that inspires students to appreciate the subject.**

 **To contribute to creativity and learning beyond the classroom**

**RESPONSIBILITIES**

The duties and particular expectations of this post are detailed below and are in addition to those specified in the latest School Teachers’ Pay and Conditions Document.  All reflect the National Teachers’ Standards introduced on 1 September 2012.

**As well as an identified area of responsibility, the Leader of Music will take a lead in:**

1. Setting high expectations and contributing to the leadership and management of an effective team.
2. Strategic development and direction of the faculty.
3. Curriculum development.
4. Quality of learning and teaching and raising standards in the faculty.
5. Quality assurance within the faculty, the school and any other areas as agreed.
6. Assessment, recording, reporting and monitoring of student progress to secure achievement and the closing of the gap agenda
7. Professional development of an assigned number of staff working within the faculty.
8. Quality of agreed resources for learning, their efficient and effective deployment and the quality of the learning environment in the faculty.
9. Learning beyond the classroom; recognising the needs of all students and the importance of enhancing the learning environment and experience.
10. Equality of opportunity.
11. Being responsible for promoting and safeguarding the welfare of children and young people.

## DUTIES

1. **Ethos/Vision**
* Contribute to curriculum vision, and enhance support for teachers in their delivery of Music.
* Set high expectations of staff and students.
* Promote a positive climate for learning and maintain effective arrangements for managing student behaviour for success.
* Lead by example to help motivate and inspire staff and students.
* To encourage students to recognise their role within school and within the wider community
* To set a good example in terms of dress, punctuality, attendance and expectations outlined in the National Teachers’ Standards.
* To uphold the school’s policies, procedures and practices.
1. **Planning**
* Lead in prioritising, planning and organising the development of Music through objective/target setting.
* Ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.
* Maintain up to date policies on learning and teaching, to complement school and faculty policies.
* Take a significant lead in maintaining a consistent approach to lesson planning for Music across the school in line with school learning and teaching policy.

**3. Curriculum**

**To take an agreed lead in:**

* Ensuring staff are kept up-to-date with appropriate faculty, curriculum and examination development information and implement school policies.
* Monitoring arrangements for grouping of students for Music, and to ensure that grouping criteria help to raise attainment.
* Ensuring that teaching, management, and organisation within Music promotes equality of opportunity.
* Deploying teaching and support staff effectively.
1. **Learning and Teaching**

**To take an agreed lead in:**

* Maintaining a framework for the monitoring and evaluation of teaching and learning, to include work scrutiny, classroom observation, discussion with students and staff, and analysis of results.
* Dissembling good learning and teaching priorities within the faculty team.
* Ensuring that students’ special educational needs are recognised and met.
* Promoting and developing different learning styles for students.
* Ensuring effective deployment of Teaching Assistants/support staff/technicians to support the development of Music
* Co-ordinating the development and review of schemes for learning.
* Maintaining an environment which promotes high quality learning.
* Promoting consistent improvement in examination results by using data to monitor and track student progress, including effective intervention strategies.
* Ensuring good record keeping with respect to teaching and learning.
1. **Assessment/Recording and Reporting**

**To lead on agreed aspects of:**

* Using comparative data, together with prior attainment, to establish benchmarks and set targets for students and the development of Music.
* Ensuring the effective assessment of students’ performance.
* Ensuring consistency in the formative use of assessment.
* Ensuring the effective use of performance data to promote achievement.
* Ensuring the school’s assessment policy is adhered to.
* Ensuring that the School’s Recording and Reporting procedures are implemented effectively.

**6. Staff Development**

**To contribute significantly to:**

* Playing a key role in the school’s performance management/appraisal process.
* Identifying training needs and to promote the continuous professional development of faculty staff.
* Monitoring health and safety matters within the faculty and ensure staff are aware of relevant Health & Safety policies.
* Leading by example.
1. **Management of Resources**

**To contribute significantly to:**

* Deploying all resources effectively inclusive of per capita.
* Managing staff to effect change and to maximise potential.
* Helping organise the workload of support staff allocated to support Music.
* Building an effective team.
1. **Equality of Opportunity**
* To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

**Safeguarding**

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm.  All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm.  When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that role.  There will be a requirement that staff observe their obligations in accordance with the Trust’s safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

**Rehabilitation of Offenders Act 1974**

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder.  Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust’s disciplinary procedure.

**Health and Safety**

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust’s Health and Safety Policy, and in any risk assessments relevant to the post holder’s role or circumstances. Which must be observed.

**Confidentiality and Data Protection**

The post holder is expected to comply with the provisions of the Data Protection Act 2018.  Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust’s Data Protection Policy.

**Equality and Diversity**

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

**Training**

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs.  The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder’s line manager and the Trust HR team.