

Job Title:	All-through Leader of Music (Part time)
Grade:	MPS/UPS (Inner London) plus TLR2b
Reporting to:	Senior Leadership
Responsible for:	Music: Curriculum, Standards of Achievement, Teaching and Learning

JOB DESCRIPTION

Purpose of Post
<ol style="list-style-type: none"> 1. To work in partnership with the Executive Headteacher, Senior and Middle Leaders and other stakeholders to develop a rich, exciting and diverse curriculum and enrichment programme that engages pupils in their learning and secures outstanding progress for every child. 2. To lead and manage the strategic direction and development of Music in an all-through setting. 3. To promote high standards of teaching and learning across the school by supporting the leading, developing and enhancing of classroom practice. 4. To impact and lead on the educational progress, achievement and enrichment experience (including trips, rewards and clubs) of all pupils across the school.
Main Duties/Responsibilities
<p>The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Executive Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title. The duties of a teacher awarded a TLR include a significant responsibility that is not required of all classroom teachers.</p> <p>1. Leading Learning and Teaching: <i>Leading, developing and enhancing the learning of Music to:</i></p> <ul style="list-style-type: none"> • develop an exciting, cohesive and integrated curriculum that is sequenced from EYFS to sixth Form, eliminating transition regression and building on the success of the primary phase ensuring continued relevance to the needs of the pupils and the school's values; • ensure sustained and accelerated progress in order to best prepare pupils for the demands of secondary and the new KS4/5 curriculum, examining and awarding bodies; • plan and monitor schemes of work and allocation and use of resources to ensure challenging learning outcomes and curriculum coverage; • devise internal and respond to external assessment procedures which not only meet externally imposed criteria but which also feed forward in order to foster pupil progress; • monitor pupil standards and achievement against learning outcomes and school-based targets, identifying individual learning gaps. Plan and implement strategies where improvement needs are identified; • maintain a positive learning environment throughout the curriculum area in line with whole school behaviour for learning policies. <p>2. Securing Accountability <i>Leading, managing and developing Music by working with other teachers, peripatetic staff or organisations to:</i></p> <ul style="list-style-type: none"> • provide relevant subject, curriculum or pupil performance information; • critically monitor and evaluate the work of the subject area ensuring that information collected is used to identify precisely strengths and areas for development that will impact positively on pupil progress; • ensure team meetings and staff development are informed by and align closely with information collected through monitoring exercises; • work with other leaders within the school to define and agree appropriate whole school improvement strategies; • evaluate the impact of all improvement activities on the quality of teaching and learning.

3. Developing Self and Working with Others

Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupil achievement and progression through:

- promoting high standards of professional performance, modelling excellent teaching, mentoring and support for the professional development and induction of all staff;
- identifying and securing own and team members training needs in line with school's appraisal processes;
- active engagement in and contribution to the Continuing Professional Development of all staff.

4. Shaping the Future

Assisting in building a collaborative learning culture within the school through:

- developing and securing a positive and dynamic school ethos;
- leading by example and being an excellent role model for professional standards and integrity;
- working with colleagues across all phases to create a shared culture of learning within an inclusive all-through environment;
- ensuring both self and others achieve an appropriate work/life balance.

Other Duties

5. Teacher's Duties

To work in collaboration with all staff to:

- promote the general progress and well-being of individual pupils through ensuring the maintenance of good order and behaviour among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere;
- plan engaging lessons and home learning according to the educational needs, abilities and achievement of individual pupils which develop a culture of enquiry and dialogue;
- assess, record and report on the progress, attainment attendance and behaviour of pupils;
- ensure teaching builds on the success of the primary phase, working with teachers across the school, both inside and outside the classroom;
- promote high standards of learning, teaching and pupil achievement and progression through active engagement in and contribution to the school's CPD programme;
- work with Senior and Middle Leaders and SENDCo, ensuring that the needs of all children are met;
- fully engage with the school's pastoral system within lessons and as a form tutor;
- create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British values.

6. Strengthening Community

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Job Description & Person Specification: Leader of Music (all-through)



Further to this all teaching staff will be expected to undertake any reasonable requests from the Executive Headteacher or Governors that is not specified within this job description.
Data Protection
It is essential when working with computerised systems that you are fully aware of your responsibility at all time of the Data Protection Act for the security, accuracy, and significance of personal data held on the systems.
Equal Opportunities
To be aware of and actively support the school and local Education Authority Equality Policy, ensuring that all children have full access in order to maximise their achievement and minimise inequality. To take responsibility, appropriate to the post for tackling racism and discrimination of any kind, promoting good race, ethnic and community relations and British values.
Health & Safety
Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.
Safeguarding
The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.
Signatures: Job Description agreed & discussed
This job description may be amended at any time after discussion with you and will be reviewed one year after appointment. Signature of Post Holder: Date:

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Shortlisted candidates will be selected entirely on the extent to which they meet the **essential criteria, bold text – in the person specification**, in their application form. Candidates will be expected to demonstrate knowledge and understanding of all the criteria outlined in the person specification (essential and desirable) showing evidence of having applied (or an awareness of how to apply) this in the school context at interview.

PERSON SPECIFICATION

Teaching & Learning Leader: Music
Essential criteria is in bold text.
Key knowledge, experience, skills and qualities

Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • Proven successful teaching and achievement of outstanding pupil progress • Experience of successful leadership skills or evidence of developing leadership skills at a primary, secondary or all-through school within a multicultural community. • Evidence of relevant and recent continuing professional development. • High level of experience in the use of music. • Knowledge of relevant developments and innovations in the use of music to enhance teaching and learning
Strategic Leadership	<p>The ability to contribute to:</p> <ul style="list-style-type: none"> a) the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school; b) elements of the school's vision, ethos, priorities and targets; c) the work of other teams to secure all-round improvement in the school. <ul style="list-style-type: none"> • Knowledge of the current educational issues and characteristics of effective primary and/or secondary schools and strategies for raising standards and the progress and achievement of all pupils. • Ability to analyse data to monitor progress towards challenging targets. • Experience of using coaching and/or mentoring to improve the performance of others.
Pupils & Staff	<ul style="list-style-type: none"> • Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff. • Experience in the principles of quality learning, teaching and assessment. • Ability to contribute to whole school review and self-evaluation.
Systems & Processes	<ul style="list-style-type: none"> • Understands the relationship between performance management, continuous professional development and sustained school improvement.
Self-Improving School System	<ul style="list-style-type: none"> • Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, Governing Body, LA, and other organisations that has improved academic and social outcomes for all pupils.
Personal Qualities	<ul style="list-style-type: none"> • The passion to drive, inspire and energise pupils through music in both the curriculum and through enrichment. • Can articulate clear values and is focussed on providing a high level of education for all pupils (tested at interview). • Ability to communicate the school's vision and drive the strategic leadership to empower pupils and staff (tested at interview). • Ability to work under pressure and to deadlines • Ability to lead by example with integrity, creativity and resilience. • An optimistic personality able to demonstrate positive relationships with all stakeholders.