



# Music Specialist Teacher

## Role Outline

Last reviewed: March 2025

# Music Specialist Teacher

## Role Summary

To contribute to develop and maintain music teaching at Kensington Primary Academy that is outstanding by teaching an exciting and challenging curriculum, teaching consistently outstanding lessons, and promoting exceptional levels of academic development, attainment and wellbeing for all pupils. This is not a comprehensive list of all tasks that may be required of the post holder; it is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. This job description may be amended at any time in consultation with the post holder.

## Time Commitment

Part-time (2 days per week)

**Reports to:** A member of SLT

**Responsible for:** Delivering the highest quality learning experiences to pupils in their class or in the groups they are responsible for.

## Objectives

1. To deliver consistently excellent lessons to pupils to enable them to make outstanding progress.
2. To support the development of an exciting, engaging, challenging and accessible curriculum that supports pupils to make outstanding progress.
3. To take responsibility for proactive personal professional development to build own capabilities continuously.
4. To make a valued contribution to the pastoral and enrichment programmes; including trips and visitors to the schools.
5. To epitomise the vision and values of the schools and at all times adhere to the staff code of conduct.
6. To show a commitment to the Safeguarding Policy and Equalities Policy.

## Principal Accountabilities

### A. PLANNING AND DELIVERY OF LESSONS

1. Plan and deliver high-quality, stimulating, engaging and challenging sequences of lessons and independent learning activities that excite, enable effective learning and ensure every pupil makes outstanding progress, whilst covering an appropriate range and depth of subject knowledge and considering the level of challenge and support required by each individual pupil. Ensure planned

- sequences of lessons respond to results of assessment, reporting and monitoring.
2. Facilitate a learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times and a classroom atmosphere that is conducive to work.
  3. Liaise with the Tri-Borough Music Hub with a focus on enabling pupils to perform within and outside of the school.
  4. Maintain high expectations of pupils and set them challenging, but achievable, targets.
  5. Understand a teacher's responsibilities for pupils with particular needs, including responsibilities under the SEND Code of Practice. These will include identifying pupils with special educational needs, adapting teaching accordingly, seeking advice from the SENDCO when appropriate, and maintaining adequate records to enable input into whole-school and external reporting.
  6. Follow all relevant school and departmental policies in the planning and delivery of lessons.

## **B. ASSESSMENT, REPORTING AND COMMUNICATION**

1. Employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate pupils' progress.
2. Provide constructive oral and written feedback to help pupils reflect upon and improve their work.
3. Make effective and regular use of the school assessment criteria and reporting procedures to inform learning.
4. Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
5. Maintain regular records of pupils' attainment and progress.
6. Prepare and present informative written and verbal reports on pupils' progress to parents and carers in line with school policies.
7. Attend parents' evenings and open days/ evenings, as required.
8. Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
9. Liaise with external agencies about individual pupils, such as the NHS, as required.

## **C. PROFESSIONAL DEVELOPMENT**

1. Take responsibility for own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build personal capabilities as a teacher.
2. Maintain an up-to-date knowledge of each subject area taught, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.

3. Ensure understanding of professional responsibilities in relation to school policies and practices.
4. Evaluate own teaching critically and use this to improve effectiveness.
5. Positively engage with the school performance management system.
6. Support colleagues when working in year group, key stage or subject area communities.

#### **D. SUBJECT LEADER RESPONSIBILITIES**

1. Leading and managing the review and development of subject area provision across the whole school.
2. Monitoring subject area for agreed coverage and quality of provision.
3. Conducting paired/peer observations and providing constructive feedback to individual staff and to the SLT.
4. Ensuring continuity and progression in the curriculum from the Early Years Foundation Stage (EYFS) to Key Stage 1 and from Key Stage 1 to Key Stage 2.
5. Reporting to the headteacher and the Local Governing Body concerning subject area matters.
6. Advising the headteacher on resource issues when the budget is set and monitoring subject area resourcing and keeping stock up to date.
7. Being responsible for the organisation of a rolling programme of subject area monitoring and feedback to improve the quality of planning and assessment and inform the headteacher as appropriate.
8. Advising the senior leadership team (SLT) on development areas for inclusion in the school's development plan.
9. Setting a good example of effective learning, teaching, organisation and display.
10. Keeping own subject area knowledge up to date and identifying key professional development needs of self and others.
11. Establishing a system to ascertain standards across the school, to include subject portfolios.

#### **E. NON-SUBJECT RESPONSIBILITIES**

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school behaviour policy, in own class and around the school.
4. Contribute to the design and delivery of the school's enrichment plans.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.

8. Help develop effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at open days/evenings and other events.
9. Establish and maintain effective working relationships with colleagues, including support staff.
10. Be familiar with and comply with the Health and Safety Policy.
11. Be responsible for the health and safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere.
12. Be accountable, along with every other member of staff, for ensuring that personal actions contribute to the school values.
13. Prepare children for life in modern Britain and promote British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
14. Any other duties as required by the Headteacher commensurate with the post.

### Other expectations of the role

- Adhere to the School and Trust's Safeguarding Policies.
- Work within the school's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Adhere to policies as set out in the governors and staff handbook
- Comply with the Data Protection Act/GDPR
- Undertake other reasonable duties related to the job purpose required from time to time.

### Review and Amendment

All new staff will be subject to a probationary period of six months (which may, in certain circumstances, be extended by up to a further three months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

This role outline is not definitive and will be subject to regular review and should be seen as enabling rather than restrictive. Other reasonable requests for support may be made by your line manager.

Role outlines are intended as reference documents which identify main responsibilities and activities.

This Role Outline may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time in consultation with you. It may include other tasks reasonably requested and agreed with your Line Manager.

Signed: ..... Date: .....

Signed: ..... Headteacher





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