



Recruitment Pack

Music Teacher
St James School

January 2025

Closing Date: 15/09/24

Interview Date: TBC

Ted
Wragg
TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



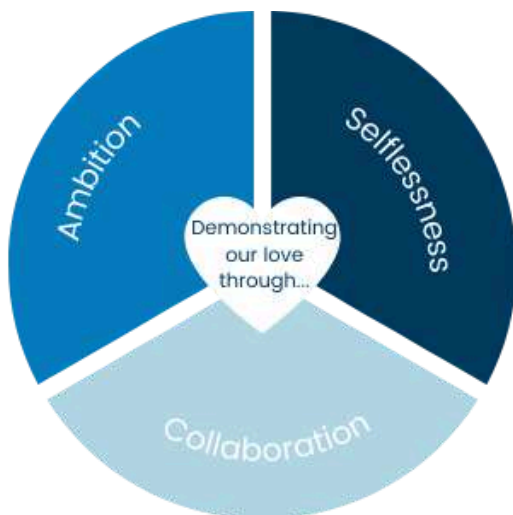
Welcome from the Ted Wragg Trust
CEO, Moira Marder



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

Ambition

- work hard**
- strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



St James School

Teacher

We are looking to appoint a terrific teacher to join our team. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we have an **ambitious curriculum, disruption-free classrooms** and **great learning**. From the moment they join us, we ask our students to **work hard** and **be kind**. These two behaviours epitomise what we think is important for both students and staff.

Our school **empowers our students** to use their education to **become their best selves**, to **thrive in fulfilling careers** and to **lead great lives**. We do this by enacting our four foundational pillars:

1. Having uncompromising high standards
2. Being outward facing
3. Keeping arts at the heart of the school
4. Being kind

Our **uncompromising high standards** mean that we have a very academic curriculum, with more than 70% of our students completing the English Baccalaureate, and many of our students being invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

It also means that our children behave beautifully. We have clear lesson expectations, supported by centralised systems so that teachers can get on and teach and students can get on and learn. We are uncompromising in ensuring our expectations are met because we believe that if we let our students off, we let them down. These high standards have helped us to become a Lead School for the DfE's Behaviour Hubs program, meaning that we support schools regionally to improve their behaviour.

One of the reasons we work with the DfE is because we believe in being **outward facing** to help raise standards locally and nationally. That means we engage in educational research, and listen to its findings, even when it challenges our thinking, in fact, especially when it challenges our thinking. You won't find silly marking and data entry practices at St James – we focus on the things that really improve progress and reduce workload, such as incremental coaching for teachers and common resources.

We also ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. They understand and celebrate difference and diversity and proactively contribute to our community. They raise money for charities, learn a language until at least the end of year 9, and they volunteer locally because they know that to feel part of your community, you've got to first be part of your community.

The community feel of St James is supported by our curriculum, which keeps **the arts at the heart of our school**. Our academic curriculum teaches a knowledge of the world which is vital, but the arts engender a knowledge of the self, which children need in order to fully explore the world. At St James, we ask children not just *what* they want to be when they grow up but *who* they want to be and we believe that keeping the arts as the beating heart of our school helps our children to answer that question.

And we are clear about one thing that all of our children and staff must be – and that is kind. **Kindness** is the most important pillar at St James. We want to help our children grow into kind teenagers and then kind adults, so we teach them to do the right thing, because it is the right thing, because that benefits them and their community – and because it feels good to just be a good human being.

So, if you like to work hard and be kind, and you like students who do the same, St James School is the place for you and we would welcome your application.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be a terrific teacher;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- be totally committed to improving the life chances of young people; and
- be a good human being.

Does this sound like you? If so, then we would welcome your application. Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.



The St James Music Department

You will be joining a relentlessly positive performing arts department who put creativity and imagination at the heart of what they do.

Intent

We aim to create students who are passionate, forward thinking and creative. We challenge students to think, act and speak like professionals working in the industry. We achieve this through quality teaching which challenges our students to not only understand different styles of music but requires them to explore, discuss and demonstrate this understanding in creative ways. Students are challenged in lessons to be able to lead, compose, perform and collaborate with their peers whilst gaining analytical and evaluative skills.

Our curriculum and experience in music at St James goes beyond examination results, whilst we want all students to achieve and gain the best results possible, we believe the culture of the arts goes beyond what is examinable. As a department, we offer a wide range of extra-curricular opportunities for all students to participate regardless of ability. Individual instrumental lessons are available and pupil premium students can benefit from them free of charge. We have a vibrant collection of ensemble groups, allowing students to learn from their peers across the age ranges. Where possible and appropriate we endeavor to expose students to live music including visits to the theatre and concert halls. All students at St James have numerous opportunities to perform in front of a live audience as individuals and groups. St James hosts a performing arts showcase 4 times a year in order for students to share their work with the local community. This builds on their confidence, musical skills and understanding the demands of the industry.

The music curriculum requires students to collaborate whilst being mindful of opinions and abilities of others. Developing our student's confidence is another vital part of the curriculum and students are frequently challenged to perform their ideas to each other whilst being encouraged to evaluate the success of these performances.

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by having a carefully planned progression through our curriculum which not only builds on prior knowledge but regularly enables students to develop key skills in all topic areas. We expect and encourage students to use key musical terminology within their work both at KS3 and KS4. We build the cultural capital of our students by teaching themes in context- exposing them to influences and traditions from many different cultural and historical contexts. We believe that is essential to their understanding that they question the 'why' as well as the 'how'

Further rationale behind our curriculum design includes ensuring that our students have the necessary skills to be able to access the optional curriculum at KS4. We encourage students to appraise a wide range of musical styles through regular exposure. Students at St James are challenged and stretched by an expectation that they can justify their opinions using musical understanding.

We believe that all subjects within the performing arts should work together in a collaborative way and constantly strive for further ways to engage students in all the arts subjects.

Key Details

Job Title: Music Teacher
Location: Exeter, Devon
Salary: MPS-UPS
Closing Date: 15th September 2024
Interviews: TBC
Required From: January 2025

If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.



How to apply

Applications can be made and further information is available via our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact HR by email recruitment@stjamesexeter.co.uk



Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by developing and delivering the music curriculum at St James School.



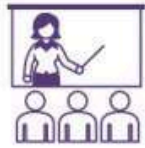

Your responsibilities

- Teach music across the age and ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
- Plan and deliver lessons to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and to provide students with the opportunity to achieve their potential.
- Assess, record and report on the development, progress and attainment of students in line with school policies, ensuring that marking and assessment are of consistently high quality and in accordance with the school assessment policy.
- Maintain effective behaviour management in the classroom, using positive behaviour strategies to ensure learner's engagement in the lesson.
- Monitor the progress and achievement of the students following the course and identify the appropriate intervention strategies for underachieving students.
- Set high expectations for students and develop their behaviour for learning through focused teaching and through the development of positive and productive relationships.
- Manage, develop and share resources to enhance teaching of music.
- Promote enrichment and extension of music across the department, participating and developing events, trips and visits as well as producing high quality displays.
- Contribute to objectives of the curriculum area within the school objectives and take part in an annual review of the subject and curriculum area.
- Take a full role in the pastoral system of the school, by being a tutor and a member of staff well known to the community of students.
- Embrace the continued professional development programme within the school, striving to be a lifelong learner, maximising opportunities to make impact within the role.
- Be familiar with, fully support and reinforce the aims, ethos, policies and procedures of the school and Trust with students, staff, parents and other stakeholders where and when appropriate.

Grading criteria

- Safeguarding Children: The Ted Wragg Multi Academy Trust is wholly committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an [enhanced DBS](#).
- Students, regardless of their social or cultural background, are motivated to succeed and make outstanding progress through creative, relevant and innovative teaching and learning.

Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
<p>Lesson preparation: Understanding the content</p> 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
<p>Disruption-free classrooms: Maximising opportunities to learn</p> 	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
<p>Great Learning: Activating hard thinking</p> 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
<p>Adaptive teaching: Creating a supportive environment</p> 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>

Music Teacher

Person Specification

Qualifications

- Qualified Teacher Status or equivalent Essential
- Relevant University Degree (2:2 or higher) or Equivalent Essential
- Evidence of Continued Professional Development Essential
- Recent and relevant teaching of good to outstanding lessons at Key Stage 3 and 4 in music Essential
- A track record of excellent student progress demonstrated by examination outcomes Essential

Curriculum and Knowledge

- Wide knowledge and understanding of music within the curriculum context and wider world and how this complements other curriculum areas. Essential
- Knowledge of current educational issues, an awareness of recent developments in the National Curriculum Essential
- Ability to use data effectively to support student progress Essential
- Know and use a range of teaching and learning styles Essential
- Show an awareness of what constitutes outstanding pedagogy and practice Essential

Key Skills

- Ability to engage and support students to build an enthusiasm for learning Essential
- Excellent communication skills both verbally and written Essential
- Ability to work as part of team and independently Essential
- A passion for ensuring that all aspects of school life demonstrate integrity and respect Essential
- An ability to organise, plan and prioritise time effectively Essential
- A willingness to challenge others, promote positive outcomes and role model for both colleagues and students in accordance with the Trust ethos Essential
- Flexibility and adaptability Essential
- Willingness to contribute and share high quality good practice with colleagues Essential

Key skills

- Ambition and enthusiasm to develop your subject area, your own knowledge and support others to develop within the academy. Essential
- Demonstrate knowledge of Child Protection and Safeguarding requirements within an education setting and in accordance with the DfE expectations Essential
- Fitness to undertake the role following a pre-employment medical check. Essential
- Enhanced DBS clearance, other relevant overseas checks if applicable, satisfactory references covering a minimum of 5 years and certification demonstrating right to work in the UK Essential

Values

- **Ambitious:** works hard, has the highest standards and is positive for the future. Essential
- **Selfless:** is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities. Essential
- **Collaborative:** builds strong relationships and networks. Essential



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships: Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust - A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation - A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham - Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



Recruitment Pack

Thank you for your interest!

Ted
Wragg TRUST