# A logo for a school Description automatically generatedDurham County Council logo**Job Description**

| **Post title** | Music Teacher |
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| **Job Evaluation** | Yes/**No** |
| **Grade** | MPS – UPS + SEN 1 allowance (SEN2 dependent upon qualifications) |
| **Service** | Schools |
| **Service area** | Croft Community School |
| **Reporting to** | The postholder will be accountable to the Executive Headteacher and Head of School |
| **Location** | Your normal place of work will be Croft Community School |
| **Disclosure and Barring Service (DBS)** | **This post is subject to an Enhanced Disclosure** |

## **Description of role**

In line with the Teachers’ Standards (2011) www.gov.uk

Governors are seeking a teacher of Music who is passionate about the education and wellbeing of young people with a range of learning difficulties, including Autism Spectrum Conditions. Please note that although originally appointed to the staff of Croft Community School, the successful candidate could, in the future, be asked to work in any of the schools in the federation.

## **Duties and Responsibilities**

As a teacher you will be expected to:

1. Set high expectations which inspire, motivate and challenge pupils

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impact on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.

4. Plan and teach well-structured lessons

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children’s intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils’ progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school including extended-schools agenda.

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• To hold subject responsibility for a curriculum area

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being.

In addition to the above generic requirements, the post holder must also:

• Ensure that effective and appropriate schemes of work are in place which meet the needs of all pupils, reviewing and rewriting these where necessary to ensure that the needs of all pupils are met

* Create and maintain a safe, secure working environment

* Have a proven track record of teaching pupils with a wide range of Special Educational Needs (SEN), including autism, moderate learning difficulties, ADHD, and challenging behaviour.
* The ability to teach individual instrumental lessons, fostering a love for music in our students.

Experience in delivering the whole class music curriculum at Key Stage 2 and Key Stage 3, ensuring engaging and inclusive lessons.

* Have a flair for leading performances, rehearsals, and shows, creating memorable experiences for our students and their families.
* The initiative to organise and run lunchtime clubs, encouraging participation in music and fostering a sense of community.
* Teach music across Key Stage 2 and 3 ensuring that the individual needs of each pupil/student are met, through appropriate teaching methods and the use of carefully selected resources, regularly reviewing own practice.
* Effectively plan for and deploying learning support assistants and/or supervisory assistants assigned to the class.
* Assess, record and reporting of pupil progress and achievement according to the policies and procedures of the school including providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils and participating in arrangements for external examinations or other accreditation.
* Contribute to pupils’ EHCP outcomes by leading a pastoral class and by adapting the pastoral programme to meet the needs of learners
* Provide updates in line with school policies in preparation for annual reviews of pupils’ EHCP document
* Promote the general progress and wellbeing of individuals and groups of pupils/students.
* Support pupils to manage their behaviour, by setting a good example, using praise and reinforcement and following individual behaviour management plans, safeguarding the health and safety of all pupils and students in line with the school’s policy and practices for behaviour management, working in close co-operation and consultation with other staff, both on the school premises and when engaged in authorised school activities elsewhere.
* Encourage pupils to take part in extracurricular activities
* Develop and maintaining effective relationships with parents
* Develop and maintaining good relationships and teamwork across the school
* Work with outside agencies and members of the multi-professional team to ensure that the needs of each individual student are met
* Provide an appropriately stimulating classroom atmosphere, keeping rooms tidy and attractive and promoting good standards of work
* Contribute to displays in school
* Participate in arrangements made for the performance management of teaching staff
* Undertake further training and professional development
* Participate in staff meetings
* To be active in pupil issues that may require welfare and support.
* Complete written reports about each child for their Annual Review Meeting and end of year report and other parties as directed by the Head Teacher.
* Conduct a minimum of three Parents’ Evenings per year, as well being available to discuss a child with parents, or other relevant agency, when such a reasonable request is made.
* Be on playground duty as directed by the Head Teacher according to the rota system in operation.
* Any other reasonable duties which may be asked by the executive head teacher to ensure the smooth running of the school

This job description is subject to regular change and may be altered to ensure the smooth running of the school

**Croft Community School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All appointments are made in accordance with safer recruitment practices and the statutory guidance in Keeping Children Safe in Education. Online checks will be carried out on all shortlisted candidates, and all appointments are subject to an enhanced DBS check, satisfactory references and checks regarding suitability to work with children.**

## **Organisational Responsibilities**

### **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

### **Smarter working, transformation, and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

### **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

### **Health, Safety and Wellbeing**

To take responsibility for health, safety, and wellbeing in accordance with the council’s Health and Safety policy and procedures.

### **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

### **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

### **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

### **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

### **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

### **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

### **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.

## **Person Specification – Music Teacher**

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| **Attributes** | **Essential** | **Desirable** |
| **Application** | • Well-written application that demonstrates an ability to provide professional coherent written documentation. |  |
| **Qualifications** | • Qualified teacher status | • Additional qualification in the education of young people with learning difficulties and/ of Autism Spectrum Conditions  • Team Teach trained  • First Aid Trained  • Safeguarding Trained  • Midas Trained |
| **Knowledge and Learning** | • An excellent understanding of the relevant Key Stage curriculum at Key Stage 2 and 3  • Experience of teaching the music  • Knowledge and understanding of Special Educational Needs and Disabilities.  • Experience of instrumental teaching on a 1:1 and small group basis. | • Experience of working with young people who may have difficulties with curriculum engagement; all of whom have Special Educational Needs  • Experience of teaching music at Key Stage 2 and 3. |
| **Professional skills and attributes** | • An excellent classroom practitioner willing and able to teach across the secondary Key Stage as relevant.  • Excellent professional practice in delivery of the curriculum through high quality planning, delivery and assessment  • Experience in using and providing data to support effective tracking of individual pupil progress  • Sound knowledge of the use of ICT to support learning in all curriculum areas | •Understand the role of EHCP documents in target setting in SEN settings  • Experience in managing a small budget and the importance of securing value for money  •Willingness and capacity to offer other subjects in the curriculum  • Willingness to offer extra curriculum activities as part of Friday afternoon enrichment programme such as choir and instrumental groups. |
| **Personal Qualities** | • A passion for working with pupils with learning difficulties and disabilities  • A love of challenge and the ability work effectively as part of the team  • Excellent communication skills with a wide range of stakeholders, both orally and in writing  • Drive, flexibility, and the resilience to manage the difficulties which pupils’ special needs, behaviour and workload can present  • The ability to manage own workload effectively and respond swiftly to deadlines  • Good interpersonal skills with the ability to enthuse and motivate others and develop effective partnerships  • Willingness to share expertise and knowledge and the ability to encourage others to follow good practice  • A personal commitment to professional development linked to school improvement and the competencies necessary to deliver the requirements of the post  • Willingness to subscribe to the ethos of the school through demonstrating high levels of personal integrity  • A sound awareness and understanding of relevant safeguarding and Health and Safety issues. | • Openness and willingness to address relevant issues |