



JOHN KYRLE HIGH SCHOOL & SIXTH FORM CENTRE

**Vacancy
Information
pack**

Subject Lead - Music

Headteacher's Welcome

Thank you for the interest in our school and the advertised post. I hope you find the information you require, but please contact us if not.

All roles in our school are important and I pledge personal support for each and every member of our fantastic community. I am privileged to lead this school and we all work hard to ensure that we succeed as a team. "Together we are mighty".

Our key priorities as a school are simple and we all work towards our "TEACH" goals:

- T** Teaching and Learning
- E** Engagement
- A** Academic Outcomes
- C** Community
- H** High Quality Leadership

I look forward to receiving your application.

Kind regards



JULIAN MORGAN
Headteacher



Welcome



The school is fortunate to have hugely-committed staff who give their all, take Public Service seriously and are keen to provide extra-curricular activities in a multitude of areas. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged.

John Kyrle is a popular and oversubscribed high school with over 1400 students who are drawn from the town of Ross and the surrounding rural areas. The school is located on the Ledbury Road about half a mile from the Market house and adjoining the dual carriageway. John Kyrle High School is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. We also have a team of highly experienced Pastoral Support Assistants. Form tutors stay with their tutor groups from Years 7 to 11. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and superb ICT facilities. Admission to the sixth form courses is open but preference is given to those students who achieve two grade 5s in subjects including English and Maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of A levels. Students show good progress and attainment at KS4. Progress in the sixth form places us in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.

The school has excellent facilities, including sports fields, an all-weather sports surface, tennis courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a music-technology suite and practice rooms, computer and business rooms, language lab, a gymnasium and an on-site sports hall which are used extensively. Our tennis and netball courts have just been refurbished and are a fantastic addition.

There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. A new Maths Centre of Excellence has been opened with 10 specialist Maths classrooms and a shared study facility for A-level students and staff. Our latest development, a new science block with six large specialist laboratories, was opened recently.

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential.

Our school motto is '**Carpe Diem**' - **seize the day!**

We try to live up this motto.



The Role

From **1st September 2026**, or earlier by agreement (subject to notice periods), we are looking to appoint a Subject Lead for Music on a full time basis. The successful candidate will join a forward-thinking department of teachers who are fully committed to innovative teaching methods, which motivate and engage all students.

Responsible to: Head of Faculty - Creative Arts / Senior Leader with responsibility for Curriculum

Responsible for: Music teaching staff, peripatetic staff (as appropriate), and subject resources

Main Purpose of the Role

- To lead and develop the Music curriculum, ensuring high standards of teaching, learning and student achievement
- To promote Music as a vibrant, inclusive and aspirational subject across the school
- To support and develop colleagues within the Music department
- To contribute to the wider cultural and extracurricular life of the school through music

The post holder is required to fulfil the Teachers' Standards and act as a role model for high-quality teaching and professional conduct.

Salary: MPR/UPR

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

- How your expertise and experience equip you for the post
- Your views on what makes a good classroom teacher
- Your views and beliefs on the teaching of Music
-

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **5th May 2026, 12 noon**.

Shortlisted candidates will be invited to attend interview, during the **week beginning 15th May 2026**.

John Kyrle High School & Sixth Form Centre proud to be part of the Heart of Mercia MAT

Registered office: Hereford Sixth Form College, Folly Lane, Hereford, HR1 1LU. Company Number: 10499174

All employees of JKHS are employed by the trust.

Department Profile

Vision and Ethos

The Music Department at JKHS is committed to fostering a lifelong appreciation of music, developing students' skills both as creative artists and confident self-expressers. We aim to nurture creativity and individuality, guiding learners through a progressive, dynamic and broad-based music curriculum that is both inspiring and inclusive. Music plays a key role in bringing together our school community and strengthening connections beyond it.

Structure

The Music Department is a dynamic and forward-looking team led by a Subject Lead and Teacher of Music. The department works collaboratively to deliver high-quality music education and enrich the cultural life of the school. Strong links with the Senior Leadership Team ensure the subject plays a vital role within the wider curriculum and school ethos.

Curriculum

Our music curriculum is designed to inspire creativity, develop technical and theoretical understanding, and foster a lifelong engagement with music. Teaching is underpinned by practical music-making and listening, with opportunities for students to compose, perform and analyse music across a wide range of genres and traditions.

Key Stage 3: Students in Years 7, 8 and 9 receive two lessons per fortnight. The curriculum is broad and skills-based, focusing on performance, listening and composition. Students explore a wide range of musical styles and traditions, develop fluency on different instruments, and gain experience of performing both individually and collaboratively. Music technology is integrated into lessons to support creativity and musical understanding while linking to wider curricular themes and interests.

Key Stage 4: At Key Stage 4, students progress between GCSE Music (Eduqas) and the Pearson Edexcel BTEC Level 2 First Award in Music. These pathways allow students to specialise according to their strengths and interests, whether academic, practical or vocational. Both courses are well supported and equip students with the skills and knowledge required for further study.

Key Stage 5: The department offers the Pearson Edexcel BTEC Level 3 Extended Certificate in Sound Engineering. This qualification prepares students for higher education, training or employment within the music and creative industries and builds successfully on skills developed at Key Stage 4.

Sixth Form Enrichment: Music also plays an important role in the Sixth Form curriculum, particularly through Music Technology and Sound Engineering pathways. Students have access to professional-standard resources and are supported in applying their skills in real-world contexts, including live sound for school events and productions. Many students progress to higher education courses or careers in music-related industries.

Facilities

The Music Department is housed in a purpose-built music block with excellent facilities. These include three main teaching classrooms equipped with keyboards and computers, including a specialist Mac suite, a professional recording studio, and five fully fitted practice rooms with drum kits, guitars, amplifiers and pianos. These facilities allow students to experience music-making in a professional and aspirational setting.

Enrichment and Performance

Students benefit from three concerts per year and enjoy consistent success at the county Performing Arts Festival, providing opportunities to share and celebrate their musical talents. Students also perform regularly at school events including open evenings, prom, rewards events and fundraising events.

The Faculty of Creative Arts produces an annual school musical, supported by weekly rehearsals of a wide range of ensembles including orchestra, choir, woodwind group, folk group, string group and the Get Jammin' group. Weekly instrumental lessons are delivered by eight visiting teachers, supported by the local music hub, ensuring broad access to high-quality instrumental tuition.

Job Description

Responsible to: Head of Faculty - Creative Arts / Senior Leader with responsibility for Curriculum

Responsible for: Music teaching staff, peripatetic staff (as appropriate), and subject resources

Main Purpose of the Role

- To lead and develop the Music curriculum, ensuring high standards of teaching, learning and student achievement
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Key Responsibilities

Leadership & Curriculum Development

- Lead the strategic development of Music across KS3, KS4 and KS5 (where applicable), ensuring continuity and progression
- Develop, review and implement schemes of work, assessment practices and resources in line with school and national requirements
- Monitor and evaluate standards of student attainment and progress, using data to inform improvement strategies
- Keep up to date with developments in Music education, exam specifications and pedagogy

Teaching & Learning

- Deliver consistently high-quality Music lessons that inspire, motivate and challenge students of all abilities
- Model excellent classroom practice and support colleagues through coaching and shared practice
- Promote inclusive teaching strategies to support SEND students, EAL learners and disadvantaged pupils
- Use assessment effectively to support progress and raise attainment

Staffing & Professional Development

- Support and mentor Music staff, including ECTs where appropriate
- Contribute to performance management processes within the department
- Encourage professional development and a culture of reflective practice

Extra-Curricular & Enrichment

- Lead and coordinate extra-curricular Music activities, including ensembles, choirs, bands and performances
- Oversee and support school concerts, productions, and other music-related events
- Promote student participation and ensure opportunities are inclusive and accessible

Resources & Facilities

- Manage Music resources effectively, including specialist equipment, rehearsal spaces and studios
- Contribute to budget planning and ensure value for money
- Ensure health and safety requirements are met, including risk assessments for equipment and activities

Pastoral:

- To promote and safeguard the welfare of students and young persons
- To monitor and support the overall progress and development of students within the curriculum area
- To monitor student attendance together with student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- To act as a form tutor and carry out the duties associated with the role as outlined in the generic job description
- To contribute to PHSE according to school policy
- Establish a clear understanding of how the subject contributes to students' spiritual, moral, emotional, cultural, social development and race awareness. Use this understanding to promote British Values;
- Highlight those aspects of the subject which prepare the students for the opportunities and responsibilities of adult life;
- To assist in the implementation of the behaviour management system in the department so that effective learning can take place.

Wider professional duties:

- To make a positive contribution to the wider life and ethos of the school.
- To develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- To deploy support staff effectively.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- To work effectively as a team member and to contribute positively to effective working relations within the school.
- To communicate with external bodies, where appropriate.
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan.
- To carry out the professional duties of a teacher as outlined in the "School Teachers' Pay and Conditions Document" and/or any subsequent legislation.
- To be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.
- Establish short, medium and long term plans for the development of the subject and monitor and evaluate their progress;

General information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking and vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

The job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

Person Specification

Post Title: Subject Lead - Music

Essential

Desirable

Evidence

Significant successful teaching experience in a secondary school.

Successful teaching of Music across KS3 and KS4, across the full ability range.

A strong understanding of the learning needs of students of all abilities, including SEND and disadvantaged pupils.

Experience of developing high-quality teaching and learning within Music, using a range of effective teaching and learning strategies.

Secure understanding of what constitutes high-quality teaching in Music.

Good knowledge of statutory curriculum requirements, assessment, recording and reporting in Music.

Knowledge of strategies to raise student attainment and progress in Music.

Experience of leading or contributing significantly to curriculum or departmental development.

Experience of leading improvement initiatives which have raised student outcomes or improved the quality of teaching and learning.

Experience of collaborative working and professional networking.

Ability to teach Music at KS5 (A-level and/or BTEC).

Ability to analyse assessment and performance data in order to set targets and drive improvement.

Experience and Knowledge

Application

Interview

Qualified Teacher Status (QTS).

Graduate or equivalent qualification in Music or a related subject.

Evidence of strong subject knowledge and specialist expertise in Music.

Willingness to undertake INSET and engage in continuing professional development.

Good Honours Degree (First or Second Class)

Evidence of leadership-related professional development or qualifications.

Grade 8 in musical instrument or equivalent

Qualifications

Application

Essential	Desirable	Evidence
<p>Ability to lead, motivate and inspire students and colleagues.</p> <p>Excellent classroom practice and effective behaviour management.</p> <p>Strong communication and interpersonal skills.</p> <p>Ability to work collaboratively as part of a team and contribute positively to departmental and whole-school development.</p> <p>Strong organisational skills, including the effective management of resources and facilities.</p> <p>Commitment to inclusive practice, equality of opportunity and safeguarding.</p> <p>Willingness to contribute to extra-curricular music activities, performances and school events.</p>	<p>Experience of managing resources, budgets or specialist facilities.</p> <p>Experience of organising concerts, performances or productions.</p> <p>Experience of working with visiting peripatetic staff or external partners.</p>	<p>Skills and abilities</p> <p>Application</p> <p>Reference</p> <p>Interview</p>
<p>Self confidence and initiative.</p> <p>Reliability, resilience and integrity.</p> <p>Personal impact and presence.</p> <p>Enthusiasm and commitment.</p> <p>Intellectual ability.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Willingness to participate in extra-curricular activities</p> <p>Knowledge of wider educational issues</p> <p>Clear understanding of equal opportunities</p> <p>A strong belief in the value of diversity and inclusion</p> <p>Flexibility</p> <p>Enhanced DBS clearance</p>	<p>Willing to contribute to the wider life of the school.</p> <p>Interest and experiences outside teaching</p>	<p>Other</p> <p>Application</p> <p>Reference</p> <p>Interview</p>

Recruitment of Ex-Offenders Statement

John Kyrle High School is required to publish a copy of its policy on the recruitment of ex-offenders which outlines the following:

The school fully complies with the 'DBS Code of Practice' and will not discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

All applicants are subject to an enhanced DBS check before the job appointment is confirmed; this includes details of convictions, cautions and reprimands, as well as spent and unspent convictions. A positive disclosure will not necessarily prohibit a candidate from being offered a position.

The school is committed to the fair treatment of all applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical or mental disability or offending background.

The school promotes equal opportunity and welcomes applicants from a wide range of backgrounds, including those with criminal records.

Candidates are selected for interview based on their skills, qualifications and expertise.

All application forms and recruitment notices contain a statement that disclosure will be requested if a position is offered.

All applicants are encouraged to provide details of their criminal record at the earliest stage possible. This may be sent under a separate and confidential cover letter.

All applicants will be made aware of the 'DBS Code of Practice' and will be provided with a copy on request.

The school is committed to ensuring all disclosure information will only be seen by those who require access as part of their duties.

The assistant headteacher (personnel) will discuss any matters revealed on a DBS certificate with the applicant before withdrawing a conditional offer of employment.

At the interview, or in subsequent discussion, opened and measured discussion will take place on the subject of the offences.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of any offer made.

Where the role involves engaging in regulated activity with children, it is a criminal offence for an individual:

- to seek to engage in regulated activity from which he/she is barred;
- to offer to engage in regulated activity from which he/she is barred; and
- to engage in regulated activity from which he/she is barred.