



Subject Leader of Music

Salary / grade range	MPR/UPR +TLR 2B (£5,024)
Location	Co-op Academy Priesthorpe
Reports to	Faculty Leader: Expressive and Performing Arts

Purpose of role:

To provide professional leadership and management of all staff delivering Music.

To lead, manage and review the curriculum delivered by departmental staff in order to secure high quality teaching, effective assessment, effective use of resources and improved standards of learning and achievement for all students.

In addition to the responsibilities of class teacher, as set out in the Teachers' Standards, the post holder will also undertake the following duties and responsibilities:

Key accountabilities (and specific duties / responsibilities):

Leadership (Strategic direction and quality assurance)

- Support the Academy Leadership Team and Faculty Leader in implementing whole school practice
- Model high quality Teaching and Learning
- Promote a stimulating learning environment which encourages high expectations from both staff and students
- Review curriculum offer annually and adapt, as appropriate, to meet student needs
- Facilitate the effective teaching of Music within the Performing and Expressive Arts Faculty
- Encourage Continued Professional Development programme within Music staff, sharing excellent practice as part of this process
- Lead subject specific self-evaluation and improvement planning
- Oversee the development of numeracy, literacy, and ICT within Music

Management (implementation) including Performance Management

- Accountable for the performance management of staff, setting challenging objectives/targets with staff in line with the academy priorities:
- Undertake an annual Department Self Evaluation to identify key focus areas within Department Raising Achievement Plan, in line with whole school priorities



- Set goals and objectives for the Music team on an annual basis, in line with whole school priorities, via a Department Raising Achievement Plan
- Devise and oversee a Continued Professional Development programme for Music staff, in consultation with the Faculty Leader
- Represent the views of the Department in different forums
- Ensure all colleagues are involved in Department and Faculty consultation
- Provide constructive support, advice, and guidance for teachers within the Department
- Have systems in place for the effective evaluation of lessons, teaching methods and teacher performance
- Ensure differentiated Schemes of Learning are developed and maintained within the Department
- Prepare and revise material for options booklets and academy prospectus
- Keep an accurate up to date inventory of all subject resources
- Be involved in the appointment and induction of new Music staff
- Foster and support excellent student engagement in learning across the Department
- Ensure effective approaches to marking and feedback are embedded within the Department
 - Ensure Health & Safety procedures are adhered to and that the Department has up to date risk assessments

Monitoring

- Monitor the quality of achievement across the Department through data sweeps and assessment moderation
- Track and monitor the achievement of individuals and groups of students and make appropriate interventions to tackle under-achievement
- Monitor lesson planning, delivery, and the quality of student outcomes within the classroom. Identify, manage, and support poor quality teaching within this process
- Monitor outcomes within the Department Raising Achievement Plan and update Department Self Evaluation Form, as per the academy calendar.
- Oversee Department spending and monitor value for money
- Monitor the marking of work across the Department and implement work sampling on a regular basis
- Ensure the Department has an accurate database of individual student data
- Ensure students are set individual targets, which are regularly reviewed

Evaluation

- Analyse baseline data and exam results to ensure students and staff are working towards aspirational targets
- Analyse KS4, GCSE and Post 16 results and produce a written evaluation for the Faculty Leader
- Ensure appropriate Schemes of Learning are in place which meet the academic needs of all students
- Update Department Raising Achievement Plan in light of Department Self Evaluation, whole school Self Evaluation and the Academy Raising Achievement Plans
- Evaluate impact of CPD on quality of Teaching and Learning across the Department



Strategic Direction and Development of Co-op Academy Priesthorpe

The post holder will be expected to support and promote the development and progress of the academy, its students, and staff. All middle leaders are expected to:

- Facilitate open and clear lines of communication with all stakeholders
- Contribute to the academy's development and implementation of policies, including inclusion
- Contribute to the Academy Raising Achievement Plans and Self Evaluation Form
- Support staff in achieving the academy's priorities and targets
- Ensure parents are well informed about the academy and their child's progress

Teaching and Learning

All middle leaders are expected to lead by example, both in terms of their leadership and management role and also in the classroom, teaching effectively, securing high quality outcomes, and promoting excellent standards of behaviour and discipline. They are also expected to:

- Contribute to the monitoring of the quality of teaching and student development
- Develop positive community links to enhance teaching and learning and student personal development
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met
- Promote an inclusive environment and support the development of strategies to improve attendance

Leading and Managing Staff

The post holder will promote positive and professional working relationships between all staff within the Department. They will also be expected to:

- Lead developmental activities, delegate appropriately and evaluate outcomes
- Support the implementation of the academy's Performance Management policy
- Ensure that all staff understand and follow the academy's quality assurance processes
- Ensure that standards and targets are appropriate and that accountabilities are clear
- Ensure that staff understand the academy's educational agenda and that a coordinated, comprehensive response to student need is made

Effective Deployment of Staff and Resources



The post holder will make a significant contribution to the effective deployment and development of staff to make most effective use of their skills, expertise, and experience. They will also be expected to:

- Ensure that staff within the Department have a clear understanding of their roles and responsibilities
- Provide advice on establishing priorities for expenditure and the cost-effective use of resources
- Ensure staff work within the academy's Quality Assurance framework

Child Protection and Safeguarding

Ensure that the child protection policies and procedures adopted by the Governing Body and Co-op Academies Trust are fully implemented and followed by all staff.

- Ensure that sufficient resources and time are allocated to enable staff to discharge their Child Protection related responsibilities effectively.

Our Policies

All staff will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Other

- Teaching and Coaching Group responsibilities

NOTES

All middle leaders will have generic responsibilities, and a 'hands-on' role in the day-to-day management of the academy. This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out.

Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. In consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> To be educated to degree level in relevant subject QTS Evidence of further study 		
Experience <ul style="list-style-type: none"> Experience of leading projects/initiatives in an academy setting Successful teaching experience – evidence of at least consistently “good” teaching during formal observations Experience of successfully leading a subject area Experience of leading diverse teams 		
Skills, Ability, Knowledge <ul style="list-style-type: none"> Knowledge of the content, structure, and processes of external qualifications, including changes to examination systems To be able to represent the academy on or off site and understand the importance of the academy within the community To be able to use initiative and have well developed incisive analytical and problem-solving skills. To be able to monitor and evaluate procedures effectively Communicate effectively with students, parents, and other colleagues at all levels orally and in writing Work under pressure Organise and develop effective systems Take initiative and work independently Knowledge of impact of data in raising achievement 		
Personal Qualities <ul style="list-style-type: none"> Is committed, resilient, robust, and resourceful 		



Academies Trust

<ul style="list-style-type: none">• A record of reliability and integrity• Willingness to participate in further training and CPD• Display an ability to respond enthusiastically and appropriately to new challenges• Show initiative and take an evaluative and creative approach• Reliability, honesty, and commitment to maintaining confidentiality where appropriate• Handle sensitive matters with discretion and in confidence• Self-motivated and the ability to enthuse and motivate others• Professional approach• Ability to establish working relationships with a wide of people• Understanding for the needs of students across different abilities, age, and social backgrounds		
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect, and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.