



Supporting Leader for Music

Vision, Values and Ethos

Our vision is simple and is shared by all that work at the school. It is that every child experiences excellence every day

We are committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- providing a calm, purposeful atmosphere where young people are cared for and able to learn with confidence;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility, spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each young person to be both courageous and caring, resilient and determined as they strive for excellence.



MEADOWHEAD SCHOOL ACADEMY TRUST

JOB DESCRIPTION

	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
POST TITLE	Supporting Leader for Music
GRADE	MPS/UPS plus TLR2a
RESPONSIBLE TO	Curriculum Leader for Performing Arts
PURPOSE OF THE JOB	To assist the Curriculum Leader for Performing Arts in the leadership and management of the department
EMPLOYMENT DUTIES	To be performed in accordance with the provision of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document

JOB DESCRIPTION

The job description should be read alongside the range of professional duties of teachers as set out the Teachers' Pay and Conditions Document. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the DfE.

Main Duties:

Main purpose

The supporting leader will assist the Head of faculty/department in the leadership and management for Performing Arts to secure:

- High quality teaching across the faculty/department;
- Improved learning and achievement outcomes for all pupils;
- Cross-curricular and extra-curricular provision in line with school ethos and pay and conditions;
- Effective use of resources;
- Effective CPD in line with the School Improvement Plan.

Duties and responsibilities

The supporting leader will assist the Head of faculty/department in the Strategic planning for Performing Arts to:

- Develop and implement policies and practices for Performing Arts which reflect our school's commitment to high achievement, effective teaching and learning
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life
- Use data effectively to identify pupils who are underachieving in the subject, and create and implement effective plans to support those pupils where necessary
- Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement

Teaching and learning

The supporting leader will assist the Head of faculty/department to:

- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including more able pupils, pupils with special educational needs and pupils with English as an additional language
- Adopts and implements whole school foci for learning and teaching developments;
- Quality assurance provision and standard of education provided by the faculty/department in line with school policy.
- Effective Y6/7, Y9/10 and Y11/12 transition programmes are in place.
- Establish a shared understanding of the characteristics of high-quality teaching and the main strengths for improving and sustaining high standards of teaching, learning and achievement for all pupils
- Make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Ensure effective development of pupils' literacy, numeracy and IT skills through the subject
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement, set targets, and secure good progress
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- Ensure effective development of pupils' individual and collaborative study skills
- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop pupils' wider understanding

Leading and managing staff

The supporting leader will assist the Head of faculty/department to:

- Help staff to achieve constructive working relationships with pupils and parents
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate
- Sustain your own motivation and, where possible, that of other staff involved in the subject
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)

- Audit training needs of subject staff
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations
- Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed
- Enable teachers to achieve expertise in their subject teaching
- Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to pupils' needs
- Make sure that the Headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans

Efficient and effective deployment of staff and resources

The supporting leader will assist the Head of faculty/department to:

- Establish staff and resource needs for the subject and advise the Headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- Deploy, or advise the Headteacher on the deployment of staff involved in the subject to make sure the best use of subject, technical and other expertise
- Make sure the effective and efficient management and organisation of learning resources, including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Create an effective and stimulating environment for the teaching and learning of the subject
- Make sure that there is a safe working and learning environment in which risks are properly assessed

Additional Duties

- Assembly duties;
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example;
- To attend school events/functions in line with the directed time policy;
- To support the day to day running of the school.

Other Specific Duties

- To take part in personal professional development;
- To undertake any other duty as specified by the Standard Teacher's Pay and Conditions Document not mentioned in the above;

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description;
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Conditions of Employment:

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. Employees must work in accordance with Meadowhead School policies and procedures regarding safeguarding and confidentiality

Employment is subject to satisfactory medical and police clearance together with an enhanced DBS certificate.

Person specification: Supporting Leader for Performing Arts

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status • Add any further qualifications training needed e.g. CPD relevant to the subject
Experience	<ul style="list-style-type: none"> • Secondary school teaching experience of at least two Key Stages • Recent teaching of GCSE and/or A level
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the National Curriculum, particularly the Music curriculum • Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve • Be capable of teaching outstanding or good lessons on a regular basis • Have excellent classroom organisation and behaviour management skills • Be prepared to work hard and prepare lessons diligently and imaginatively • Be prepared to mark work thoroughly and in line with the school's marking and assessment policy • Awareness of local and national organisations that can provide support with delivering the subject • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others

Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Uphold and promote the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality when required. • Commitment to safeguarding and equality • Be honest, reliable and trustworthy • Be open and not afraid to ask for guidance and help when it is needed • Have plenty of energy and enthusiasm and the ability to maintain a sense of humour and perspective when things get tough! • Be punctual to school and to lessons and expect the same of pupils • Have an excellent attendance record • Be willing to be a presence around the school and be an excellent role model for young people • Be committed to professional self-improvement both by In Service Training and “learning on the job” • Be prepared to commit to extra-curricular activity(ies) of some sort
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