

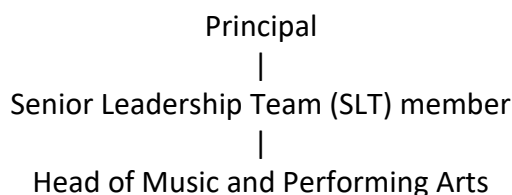
JOB DESCRIPTION

Authority: Northampton	Department/Division: Performing Arts
Location: The Duston School	Job Title: Teacher of Music
Terms of employment: Permanent	Accountable to: Head of Music and Performing Arts
	Hours: Subject to limits on working time set out in the Teachers' Pay and Conditions

JOB PURPOSE

Employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment the description of your post is as below.

DESIGNATION OF POST AND POSITION WITHIN CURRICULUM STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. The professional duties which you may be required to perform may be found in the Teachers' Pay and Conditions Document. You will work under the reasonable direction of the Principal, whose responsibility it is to ensure that balance in the workload of each teacher is maintained.

Accountable for:

The post is one which requires the performance of the following particular responsibilities:

- Teach Music to students in Years 7-13
- Teach other subjects as required
- Plan lessons carefully, having regard to the schemes of work and departmental practice
- Work as a full member of the Music curriculum team, working with others to disseminate good practice in the department, to create teaching resources, and to develop consistent approaches

- Assess student work to monitor and evaluate progress, set targets and advise lesson preparation
- Liaise with Music co-ordinators in partnership schools

Accountable Duties:

To be negotiated according to individual applicants.

A. Planning, teaching and class management

To teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:
 - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. Select appropriate learning resources and develop study skills through library, ICT and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness

B. Monitoring, Assessment, Recording, Reporting

To:

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents

C. Other Professional Requirements

To:

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors
- Take on any additional responsibilities which might from time to time be determined, including strategies stated in Faculty Action Plan with regard to development of assessment, analysis, ICT, Literacy, Numeracy and SoW.

General

The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions document.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with you.

Safeguarding

As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Employer:

Name:

Signed:

Date:

Employee:

Name:

Signed:

Date:

PERSON SPECIFICATION

JOB TITLE: Teacher of Music	DEPARTMENT: Performing Arts
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Essential	Desirable but not Essential
<p>Qualifications</p> <ul style="list-style-type: none"> • A good honours degree or its equivalent in Music; • Grade 8 in at least one orchestral instrument or piano. • A PGCE or its equivalent (relevant Phase to the post). 	<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of other higher qualifications, e.g. NPQML, MA, etc,
<p>Experience</p> <ul style="list-style-type: none"> • Evidence of recent and successful good or better teaching across key stage 3, 4 and 5 in Music; • Proven classroom management skills; • Experience of using a wide range of learning and teaching strategies • Evidence of recent and successful experience supporting more vulnerable learners. 	<p>Experience</p> <ul style="list-style-type: none"> • Evidence of leading and delivering extra curricular opportunities in history and the willingness to participate in these across the department and school; • Experience of successful mentoring; • Evidence of leading a successful curriculum development initiative and securing improvement.

<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • High level knowledge of strategic planning and the use of analytical assessment to support this; • High level knowledge and understanding of at least good teaching practice, including Ofsted guidance, and strategies to achieve this; • High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of Music; • High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement; • Good knowledge and understanding of ICT. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of Music.
<p>Safeguarding As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.</p>	
<p>Essential</p>	<p>Desirable but not Essential</p>

<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria; • Skills and ability to build positive relationships; • Good understanding of curriculum developments in history, strategies for raising achievement and experience of monitoring students learning; • Effective written and oral communication skills, including presentation skills, and good or better ICT skills; • Ability to work individually and as part of a team, including maximising opportunities for sharing good practice; • Organisational and time management skills; • Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals; • Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop. 	<p>Skills and Abilities</p> <ul style="list-style-type: none"> • High level ICT skills; • Ability to analyse and use data for school improvement
<ul style="list-style-type: none"> • 	

<p>Personal Qualities</p> <ul style="list-style-type: none"> • Have a love of and infectious enthusiasm for teaching; • Demonstrate a passion for making a difference to the learning outcomes of all students; • Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people; • Ability to work collaboratively or in partnership with others • Have a high capacity to grow and develop as a professional and demonstrate ambition; • Integrity, adaptability and demonstration of resilience and emotional maturity; • High level conceptual thinking, innovative and decisive; • Self-driven and ability to work at a pace; • Demonstrates high level professionalism in all aspects of work; • Excellent sense of humour; • Personal drive and self-starter. 	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ambition and drive to develop as a leader; • A commitment to contributing to the wider life of TDET and TDS, beyond the classroom.
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