



John Kyrle High School & Sixth Form Centre

CANDIDATE INFORMATION PACK
TEACHER OF MUSIC

Headteacher's Welcome

Thank you for your interest in our school and the advertised post of teacher of music. I hope you find the information you require, but please contact us if not. You will get a flavour of our successful and popular school which I am immensely proud to lead.

We are a very community-focused school with many staff, including myself, having taught their own children! In appointing any member of staff, the question that matters most is, 'Would I trust them with my children?'

The school is fortunate to have hugely-committed staff, keen to provide extra-curricular activities in a multitude of areas. These include music, drama, sport and opportunities to travel. We run regular skiing trips and biennial sports tours to Canada or South Africa. We liaise with partner schools in France and Germany.

If you would like to join our forward-looking team of professionals on the next steps of our journey, I look forward to receiving your application.

Kind regards,



MARK BURTON
Headteacher



Welcome



John Kyrle High School and Sixth Form Centre is situated in the historic town of Ross-on-Wye, Herefordshire, which overlooks the beautiful Wye Valley. It gained technology-college status in 2002 with additional specialisms in MFL and applied learning. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged. John Kyrle converted to new-style Academy status on 1st January 2011.

John Kyrle is a popular and oversubscribed high school with other 1400 students who are drawn from the town of Ross and the surrounding rural area. The school is located on the Ledbury Road about half a mile from the Market House and adjoining the dual carriageway.

The school is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. 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 a superb ICT facilities. Admission to 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.

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. In 2015, a new Maths Centre of Excellence was 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, is due to open in March 2022.

In its latest 'Short' Ofsted inspection in March 2017, the school's grading of Good overall with Outstanding Leadership & Management, Pupil Behaviour and Safeguarding and Sixth Form from September 2012 were endorsed. The March 2017 inspection feedback letter commended 'strong senior leaders and an effective board of trustees'. It also notes:

- ▶ Staff are proud to work at the school
- ▶ Pupils are well behaved, polite and friendly
- ▶ Because of excellent attitudes to learning and strong academic results, pupils are well prepared for life after school.

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 September 2022, we are looking to appoint a full-time, graduate teacher of music. 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.

Applicants must be able to teach across the whole ability range and should bring with them enthusiasm and expertise in the teaching of music up to KS4. The ability to teach KS5 would be advantageous, but is not essential.

Applications from well-qualified ECTs are encouraged.

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

Your letter of application should include the following points:

- ▶ How your expertise fits you for the post
- ▶ Your views on what makes a good classroom teacher
- ▶ Your views and beliefs the teaching of music

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Friday, 10th June 2022 (12.00 noon)**.

Shortlisted candidates will be invited to attend interview, dates to be confirmed.

We are unable to directly inform candidates if they have been unsuccessful.



Department Profile

Overview

The music department is a dynamic and forward-looking department, committed to motivating and engaging students in music learning, both in the classroom and through extra-curricular activities. The department has two main members of staff plus support from musical members of other teaching staff. It also has the backing of the senior leadership team who understand the benefits a broad and creative curriculum can offer. The department has also seven peripatetic instrumental teachers.

Curriculum

We pride ourselves on the provision of a curriculum which utilises the specialist skills of our teaching staff.

KS5 – We offer Pearson Edexcel BTEC level 3 Extended Certificate in Sound Engineering. A-level Music has been successfully taught at the school and is offered as an option, but this does depend on student uptake.

KS4 – The department offers both GCSE Music, presently following the Eduqas syllabus and the Pearson Edexcel BTEC level 2 First Award in Music, allowing students to specialise in different areas of music. These courses are run separately and there is good uptake for both.

KS3 – Students presently receive 2 lessons per fortnight for Years 7 & 8 and one hour for Year 9. Lessons are taught primarily through performing and listening, following a broad curriculum that encourages reading of different notations and use of a wide variety of instruments. We also use computers at KS3 to support learning. We encourage students to be creative and ensure they have a significant musical foundation to access music at KS4, either GCSE or BTEC.

Extra-curricular in Music

We have a strong commitment to extra-curricular activities with an orchestra, two choirs, saxophone and clarinet groups, a flute choir, rock club and various bands. We put on one major concert each year and a Carol Service. We have also put on musicals – ‘We Will Rock You’ and ‘West Side Story’ are but a few. We have produced music for the school’s pantomime and have put on band events. The BTEC level 2 groups have also produced and performed in lunchtime concerts as part of their course. The sound at most of these events is run by the sixth form music technology students, often as part of their coursework, under the supervision of the music technology teacher. Students may book the studios/practice rooms during lunch times for individual, band and small group rehearsals. Longer sessions can be booked after school.

Facilities

The music department is extremely well equipped and comprises of three full-size classrooms, two of which are specifically designed for KS3 and 4. These two classrooms are equipped with keyboards and networked IWBs. One of these classrooms has 18 networked computers and the other is open plan for space for orchestra and choir rehearsals. The third classroom has been adapted for the BTEC level 3 Music Technology course, comprising of 16 Apple iMacs running Logic Pro and Sibelius 6. This room is also used for KS4 BTEC level 2 lessons and for GCSE composing. All computers in the department have an audio interface to allow the recording of vocals or guitars.

The department also has a considerable number of band instruments including seven drum kits, a large range of electric, acoustic and bass guitars and an array of amps for practice and performance. There is also a half set of Samba drums and African djembes as well as general percussion, used mainly at KS3.

The music suite has two studios with a central control room, a MAC and their own mixing desks. There are also three general practice rooms. The purpose-built department uses professional quality outboard hardware and a wide variety of dynamic and condenser microphones from Rhode, AKG and Shure. The studio equipment is also complemented by DJ and live sound equipment.

Job Description

Responsible to: head of department (as teacher)/head of year (as form tutor)

Responsible for: teaching staff and other relevant personnel within the department

Main Purpose of the role:

- To fulfil the “Teachers’ Standards”, as a teacher of music, working as part of a departmental and a pastoral team
- To inspire, motivate and challenge students through the development and delivery of an appropriately broad, balanced, relevant and differentiated curriculum
- To promote, monitor and support good student progress and development, academically and pastorally
- To ensure a learning experience which provides students with the opportunity to achieve their individual potential.

Principle responsibilities

A teacher of music at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Teaching and learning:

- To set high expectations which inspire, motivate and challenge all learners, within a safe, respectful and stimulating environment.
- To promote and be accountable for good progress and outcomes by students, building upon prior learning and supporting students in reflecting upon their own learning.
- To demonstrate good subject and curriculum knowledge, and a critical understanding of developments in these areas.
- To demonstrate an understanding of, and take responsibility for, promoting high standards of articulation and the correct use of standard English.
- To plan and teach well-structured lessons, which make effective use of time and which promote a love of learning and intellectual understanding, and to reflect upon their effectiveness.
- To set homework and plan other out-of-class activities to consolidate and extend the learning of students.
- To adapt teaching to respond to the strengths, needs and stages of development of all students, using approaches which enable students to learn effectively
- To have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
- To have a clear understanding of the needs of all students, including those with special educational needs, those with English as an additional language and those with disabilities, and to use and evaluate distinctive teaching approaches to engage and support them
- To make accurate and productive use of assessment, including the effective use of Assessment for Learning strategies and of data to monitor progress, set targets and plan subsequent lessons
- To manage behaviour effectively to ensure a good and safe learning environment.

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
- 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.

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

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| Post title: Teacher of Music | |
| | Evidence |
| Experience Ability to undertake teaching of music up to KS4 An understanding of the learning needs of students of all academic abilities | Application Interview |
| Qualifications Good honours degree Qualified teacher status Willingness to undertake INSET and continuing professional development | Application |
| Skills and abilities Able to motivate students and raise achievements Able to work as a member of a team Ability to use a variety of teaching/learning styles Ability to fulfil the “Teachers’ Standards” Good classroom management/appropriate attitudes to use of authority and maintaining discipline Organisational skills Interpersonal skills Communication skills Administrative skills | Application Reference Interview |
| Other Ability to form and maintain appropriate relationships and personal boundaries with children and young people Willingness to participate in extra-curricular activities Knowledge of wider educational issues Clear understanding of equal opportunities A strong belief in the value of diversity and inclusion Initiative Flexibility Enhanced DBS clearance | |

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 trustees fully comply 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.