

# MOULSHAM HIGH SCHOOL



## JOB DESCRIPTION

**FACULTY:** Performing Arts And P.E.  
**JOB TITLE:** Teacher of Music – MPR/UPR 1-3  
**RESPONSIBLE TO:** Subject Leader For Music

### THE FACULTY

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The Performing Arts and P.E. faculty consists of music, drama and physical education.

#### **MUSIC AT MOULSHAM HIGH SCHOOL**

Music plays a pivotal role in the life of the school and is staffed by two specialist teachers. All students have two hours of music a fortnight at KS3 and both G.C.S.E. and A level music are offered as part of our curriculum provision.

Music offers a wide range of enrichment activities including samba band, Les Estrellas choir, concert band, jazz band, guitar group and orchestra. Each year Music collaborates with the drama team on a musical production which is performed over three nights in the 320 seater auditorium we are fortunate to have. Past productions have included 'Oliver,' 'Back To The 80s' and 'Shrek.' Other annual musical events include the Autumn Concert, the carol service in the cathedral and the Summer Soiree which is held in the school grounds (weather permitting). Students also have the opportunity to take part in a range of trips, the most recent of which was to see 'Matilda: The Musical.'

Music is housed in three adjacent classrooms. Two of these are equipped with computers fitted with the Sibelius software package and keyboards. All students learn how to play the keyboard at KS3. There are also two practice rooms where individual, instrumental lessons led by staff from the Essex Music service take place.

### **ATTAINMENT**

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## OUTCOMES AT KS4 2023

	% Grade 4 +	% Grade 5+	% Grade 7+
<b>Music</b>	85.71	85.71	57.14

### KS5

There were not any Year 13 students in 2023. There are two in the current Year 13 cohort.

## CURRICULUM

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### Year 7

- Representing the mood of a piece of music through a practical performance by working successfully together as an ensemble and developing basic rehearsal technique.
- Using musical notes, terms and signs appropriately when analysing, composing and performing music.
- Performing/ improvising musical parts from memory.
- Aurally and visually identifying instruments of the orchestra.
- Treble stave notation.
- Rhythmic notation.
- Instruments of the orchestra.
- Early composing techniques, starting with rhythm.
- Instruments of the orchestra – learning about different timbres.
- Melodic and Rhythmic notation reading with the aim to perform.

### Year 8

- The stylistic features of a range of music used in musical theatre.
- How to compose and perform using treble and bass clef notation.
- What a musical is and how musical theatre developed during the 20th century.
- What is a ground bass?
- Historical context of the western canon.
- Patronage of the arts.
- Performance and composition of a ground/Alberti bass.
- Ground bass performance – bass clef notation reading.
- Ground bass composition – learning how harmony and melody combine.
- Alberti Bass performance – further developing bass/treble clef notation reading.

### Year 9

- How music can enhance the visual image and the dramatic impact of film.
- How film music has developed from 1920 to the present day.
- How to compose a range of music to a given stimulus, using specific film music techniques.
- How to rehearse and perform a piece of film music.
- Stylistic features of John Williams and composing in this style.
- The birth of popular music (1950s).
- Recording/performance techniques of early popular music.
- Film music composition – learning about the leitmotif and how it is used to portray a character/place.
- Popular Music Culture – exploring how popular music developed from 1950s – 2020.
- Ensemble skill development – band performance of a popular song.

## **KS4**

The Edexcel G.C.S.E. music course is followed (1MUO).

## **KS5**

The Edexcel A level syllabus is followed (9MUO).

## **THE POST**

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We are looking for an enthusiastic music specialist who is committed to their own professional development and would relish the opportunity to join our forward looking and highly supportive Performing Arts and P.E. faculty. The post is suitable for either an ECT or a more experienced practitioner.

The successful applicant will teach music up to and including GCSE. A Level teaching may also be available.

ECTs have a reduced timetable of 40/50 periods a fortnight in Year 1 and 42/50 in Year 2. They are allocated a mentor within their faculties and also participate in an extensive induction programme which is led by a member of SLT. Further professional development is provided by the Bridge Academy Trust.

### **All staff at Moulsham High School are expected to:**

- participate in the performance management and development review processes, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- ensure that all duties and services provided are in accordance with the school's equal opportunities policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding policies can be found on the school website: [www.moulshamhigh.org](http://www.moulshamhigh.org)

This post is subject to an enhanced DBS check and is not suitable for anyone who has been barred from working with children.

(May 2024)

# MOULSHAM HIGH SCHOOL



## PERSON SPECIFICATION POST: MUSIC TEACHER (MPR/UPR 1-3)

The qualities and attributes marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
<b>Qualifications</b>		
Good quality Honours degree.	√	
PGCE, or equivalent, in Secondary Education or in training to achieve this.	√	
Qualified Teacher Status or in training to achieve this.	√	
<b>Experience</b>		
Experience of teaching music at KS3.	√	
Experience of teaching music at KS4.	√	
Experience of teaching music at KS5.		√
<b>Knowledge / Skills</b>		
Strong subject knowledge.	√	
An understanding of what makes outstanding teaching and learning and the commitment to strive to achieve this on a daily basis.	√	
An understanding of adaptive teaching and the ability to put these strategies into practice.	√	
An ability to forge good working relationships with staff and students.	√	
An understanding of current curriculum developments in music.		√
Good organisational skills	√	
Competent behaviour management skills	√	
Ability to ensure that whole school policies (including Behaviour/Child Protection and Homework) are implemented consistently	√	
<b>Personal</b>		
Ability to prioritise and meet deadlines	√	
Commitment to continued personal development	√	
Commitment to contribute to extra-curricular activities	√	
<b>General</b>		

Good attendance and punctuality record	√	
Professional dress	√	