**Netherhall School – Job Description**

**Title:** Teacher of Music.

**Accountable to:** Head of Department.

**Accountable for:** Students in assigned subject classes.

**Purpose:** Teachers at Netherhall School make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Our teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date, are self-critical, forge positive professional relationships and work with parents in the best interests of their students.

**PART ONE: TEACHING**
Our teachers must:

1. **Set high expectations which inspire, motivate and challenge students**
   a. Establish a safe and stimulating environment for students, rooted in mutual respect.
   b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
   c. Consistently demonstrate the positive attitudes, values and behaviour which are expected of students.

2. **Promote good progress and outcomes by students**
   a. Be accountable for students' attainment, progress and outcomes.
   b. Be aware of students' capabilities, their prior knowledge, and plan teaching to build students' understanding.
   c. Guide students to reflect on progress and their emerging needs.
   d. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
   e. Encourage students to take a responsible and conscientious attitude to their own studies.

3. **Demonstrate good subject and curriculum knowledge**
   a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest and address misunderstandings.
   b. Demonstrate a critical understanding of developments in the subject, curriculum areas and promote the value of scholarship.
   c. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

4. **Plan and teach well-structured lessons**
   a. Impart knowledge and develop understanding through the effective use of lesson time.
   b. Promote a love of learning and children's intellectual curiosity.
   c. Set homework and plan other out-of-class activities to consolidate and extend students' knowledge and understanding.
   d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
   e. Contribute to the design and provision of an engaging curriculum.

5. **Adapt teaching to respond to the strengths and needs of all students**
   a. Know when and how to differentiate appropriately, using approaches which enable students to learn.
   b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
   c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of their development.
   d. Have a clear understanding of the needs of all students, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. **Make accurate and productive use of assessment**
   a. Know and understand how to assess the relevant subject and curriculum areas.
   b. Make use of formative and summative assessment to secure students' progress.
   c. Use relevant data to monitor progress, set targets and plan subsequent lessons.
   d. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**
   a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
   b. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
   c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
   d. Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

8. **Fulfil wider professional responsibilities**
   a. Make a positive contribution to the wider life and ethos of the school.
   b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
   c. Deploy support staff effectively.
   d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
   e. Communicate effectively with parents with regard to students' achievements and wellbeing.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

Our teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
   a. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
   b. Have regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
   c. Show tolerance of and respect for the rights of others.
   d. Support fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
   e. Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Additionally, teachers at Netherhall School are also expected to act as tutors.**

**Accountable to:** Head of Year.

**Accountable for:** Students in your tutor group.

**Purpose:** To provide guidance and support to each student in the tutor group with regard to their academic and personal welfare.

**Specific duties and responsibilities:**

- Monitor students' progress and respond to concerns as appropriate.
- Mentor identified students from the tutor group as directed by the HOY.
- Register the tutor group in accordance with school policy and take appropriate steps to deal with student absence.
- Carry out administrative tasks associated with the tutor group.
- Be involved in the preparation of other documentation about students in the tutor group as and when required.
- Regularly check homework activities have been completed by tutees.
- Monitor students' behaviour and performance within the tutor group and act accordingly, in line with school and year group procedures.
- Reward students in accordance with school and year group policy and contribute to the decision-making process on which students are to receive termly or annual prizes.
- Assist in the planning and delivery of a tutorial programme to the tutor group as agreed by the tutor team.
- Liaise with student support colleagues on the maintenance of accurate records for students on the Code of Practice.
- Be the first point of contact between home and school and foster good home-school relationships.
- Deliver the school-designed collective worship programme.

Teachers may be required to undertake any other reasonable duties at the request of the Headteacher.

The Teachers' Standards (England) are presented in this document as they underpin the framework of professional standards for post-threshold teachers, excellent teachers and advanced skills teachers which are set out in Annex 1 of The School Teachers' Pay and Conditions Booklet (STPCD 2013). They are also presented as the basis for this job description which Netherhall School has adopted for all teachers.

This job description is reviewed by the Governors' Personnel Committee and may be changed after due consultation with the post holder in line with any changes in the STPCD. The terms and conditions of employment to the post are as described in the contract of employment, STPCD, and the 'Burgundy Book' (Conditions of service for school teachers in England and Wales).