**[http://www.westnorfolkacademiestrust.co.uk/images/WNAT%20logo2.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCIvzgNHJ-8gCFQFTGgod_fMEPg&url=http://www.westnorfolkacademiestrust.co.uk/schoolpolicies.html&psig=AFQjCNGv0XeLZlIaf3ZMRvHfV5vI2kZasQ&ust=1446891639482155)**

**TEACHER OF MUSIC JOB DESCRIPTION**

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| **School:** | **Springwood High School part of West Norfolk Academies Trust** |
| **Job Title:** | **Teacher of Music (part-time 0.4 of FTE )** |
| **Salary:** | **Salary £30,000 to £ 46,525 - MPS/UPS as appropriate**  **This post is open to NQTs**  **This post is for 2 days a week, currently Monday and Tuesday**  **Please note Salary will be 0.4 of FTE** |
| **Responsible to:** | **Head of Music** |
| **Working With:** | **Staff**  **Students**  **Parents/Carers** |

**Overview**

Music is one of the most vibrant departments in our school. It is very rare not to hear music being rehearsed and performed before and after school as well at break and lunch throughout the department area. We currently have over 200 instrumental and singing lessons taking place every week, above the national average, as well as an Extra-Curricular programme that is second to none with a range of choirs, bands, orchestras and rock/pop group and engages over 1/3 of the school every week. We have this year been shortlisted for ‘Music Department of the Year’, nationally. The music department hosts a suite of 4 classrooms, all with PCs or Macs, and a recording studio, plus a large number of practice rooms.

In classroom lessons, at Key Stage 3, we explore all the types of Music, learning to appreciate how they are created and performed as well as experimenting through practical exercises both on instruments and using technology. In line with the National Curriculum all our units of work fall into one or more of the following categories: -

 ● Performing

 ● Composing

● Listening and Appraising -Singing and Listening Exercises are an integral part of lessons at Key Stage 3 developing both musical and confidence skills.

At Key Stage 4 we offer both the GCSE and Vocational options to our students with strong take-up for both whilst, at Key Stage 5, we pride ourselves on being a centre of excellence for Music Technology as well as being a school that values A-Level Music with many students choosing to continue their music education beyond the school at specialist conservatoires and universities.

The post offered is for this year focussed on just years 7, 8 and 9.

**Purpose of the Job**

* To meet all requirements of the Teachers’ Standards.
* Within the designated curriculum area, to implement, deliver and contribute to the published scheme of work.
* To shape the learning experience to motivate and encourage students to achieve their full potential.
* To monitor the progress of students and provide support to ensure personal and academic growth.

**Teaching and Learning Responsibilities**

* To deliver the designated programme of teaching as presented in the published scheme of work.
* To use a variety of delivery methods to stimulate learning, appropriate to student abilities.
* To prepare and update subject materials.
* To ensure a high quality learning experience for students that meets internal and external quality standards.
* Within the guidance presented in the school Assessment Policy and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students.
* To take part in Parent/Carer Information Evenings.
* Within the school’s marking and homework policy, to set and mark work appropriate to the needs of each student. To provide constructive feedback to facilitate progression.
* To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.
* To apply the school’s Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy.
* To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme.
* To optimise the use of classroom support staff.
* To be willing to participate in the wider requirements of the faculty, such as after school support sessions and enrichment opportunities.

**Personal and Professional Conduct**

A teacher is 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.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

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.

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

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check. Shortlisted candidates will be subject to an online search.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

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| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Qualified Teacher Status | **🗸** |  | Appl |
| Educated to Degree Level | **🗸** |  |
| Evidence of CPD linked to curriculum development |  | **🗸** |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| A record of successful teaching at KS3 and KS4 | **🗸** |  | Appl/Int/Ref |
| Substantial teaching experience |  | **🗸** |
| Experience of developing the curriculum |  | **🗸** |
| Experience of effective management of student behaviour | **🗸** |  |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Secure knowledge of subject area | **🗸** |  | Appl/Int |
| Knowledge of how to develop AfL and monitor impact | **🗸** |  |
| Clear understanding of planning differentiation into the curriculum | **🗸** |  |
| Awareness of Safeguarding and Child Protection issues | **🗸** |  |
| Good understanding of whole school issues | **🗸** |  |
| Strong understanding of the analysis and use of data to make improvements/inform planning | **🗸** |  |
| Excellent communication skills (written & verbal) | **🗸** |  |
| Planning, prioritising and managing workload in an environment of conflicting demands | **🗸** |  |
| Sound knowledge of the National Agenda |  | **🗸** |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Strong, outgoing personality | **🗸** |  | Appl/Int/Ref |
| Positive attitude to work | **🗸** |  |
| Passionate about achievement | **🗸** |  |
| Strong team player/lead by example/ability to inspire others | **🗸** |  |
| Ability to build effective and positive working relationships with students, colleagues and parents/carers | **🗸** |  |
| Highest standards of professional conduct | **🗸** |  |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | **🗸** |  |
| Enthusiastic and committed | **🗸** |  |
| Committed to safeguarding and promoting the welfare of children and young people | **🗸** |  |
| Committed to personal learning and development | **🗸** |  |
| Positive approach to problem solving |  | **🗸** |

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| Appl = Application form | Int = Interview | Ref = Reference |