SAFFRON WALDEN
COUNTY HIGH SCHOOL

Teacher of Music

Recruitment Pack

Saffron Walden County High School

Audley End Road
Saffron Walden
Essex
CB11 4UH
Tel 01799 513030
www.swchs.net
applications@swchs.net

SAFFRON WALDEN
COUNTY HIGH SCHOOL

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Welcome from our Headteacher, Polly Lankester

Thank you for your interest in joining Saffron Walden County High School. This is a wonderful school to work in and I would encourage you to take the next step and complete the application form.

What makes this school such a great place for the next step in your career? I think it is a truly special place to work as we are one of the largest schools in the country, but also the only secondary school in Saffron Walden, and so we are a truly comprehensive school.

We believe in the transformative power of education. We are committed to providing an exceptional and exciting education for all young people in our community, preparing them to be caring, capable and well-informed adults. Not only do our students work hard in their classrooms, in addition we have an exceptional extra-curricular programme that inspires our students and makes school life well-rounded and culturally rich.

The team here works hard to provide both great teaching and great pastoral support. We invest in our staff team to ensure that we can all deliver for students and enjoy working in this school. We trust our department teams, which are truly collaborative, and value our staff, prioritising development and wellbeing.

I hope this gives you a flavour of life at this school and I would urge you to also have a look at our website.

Best wishes,

A Brief History of Saffron Academy Trust (SAT)

Mark Guest, CEO

ABOUT US

Saffron Academy Trust (SAT) was formed in 2011 when its founder school, Saffron Walden County High School, converted to academy status.

Since then SAT has grown and, in order of joining, comprises

- Saffron Walden County High School
- Alec Hunter Academy
- Katherine Semar Infant and Junior Schools
- R A Butler Infant and Junior Schools
- Honywood School
- Beckers Green Primary School
- Helena Romanes School and Sixth Form Centre

In addition, through an extensive range of collaborative partnerships, the Trust provides support to a number of other primary and secondary schools. One key aspect of the support we provide is to deliver high quality CPD focused both on classroom practice and leadership development.

AIMS OF THE TRUST

The educational aims of SAT are to support and promote

- An education which enables pupils and young people, aged 3-19, of all abilities to fulfil their academic potential and achieve their personal best.
- A broad curriculum across all key stages which promotes excellence.
- Teaching and learning which is highly engaging and geared to students making excellent progress through the key stages.
- Transition between key stages which delivers outstanding continuity of learning.
- A focus on developing all professionals to deliver the highest quality of teaching and support to all our learners.
- Schooling which is outward looking and allows students to interact with ideas and people from around the world.
- Educational research into factors underpinning successful schools and highly effective learning.
- Involvement with the local area in a way which promotes community cohesion and cultural excellence.

SAT BELIEVES:

1. That every child deserves to go to a great school

2. That we are preparing young people for life in a 21st Century world

3. That learning in our schools must inspire and lead to achievement and progress for every child

4. That learning opportunities must be broad and of the highest quality

5. That we should respect the unique character and context of the schools in our partnership, while maintaining high expectations of performance

6. That we are all learners and that we embrace evidence-based research and value teamwork

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Our aims as a school:

- Ensure all students make excellent progress and attain their full academic potential.
- Deliver excellent teaching of subject knowledge and develop the learning skills, habits and attitudes necessary to enable students to value, enjoy and further their learning.
- Promote the outstanding personal and cultural development of all students through a rich and varied programme including trips, extra-curricular activities and community engagement.
- Maintain a secure and caring community which encourages academic ambition alongside respect and responsibility for all.
- Provide students with facilities that encourage great learning, whilst being aware of the school community's responsibility for its impact on the wider environment.
- Be motivational leaders of education at a school, regional and national level, inspiring all to achieve high standards, to be personally ambitious and mindful of well-being.

Why work for us

The mission of Saffron Walden County High School is to be 'a local school of exceptional quality'. What this means in practice is that we constantly strive to provide the highest quality education to young people in the Saffron Walden area. It is the kind of quality that is demonstrated by outstanding achievement at all levels, high expectations of behaviour, excellent teaching and learning and a broad and rich curriculum.

Benefits:

Working with us brings with it a range of attractive benefits, including

- A Trust which puts staff well-being at the heart of everything it does
- Bespoke CPD programmes as well as access to national programmes

- Support for Early Career Teachers as an accredited Appropriate Body for ECT's
- Occupational Health
- Employee Assistance Programme
- Free on-site parking/4 EV charging points
- Onsite early years Nursery
- Free access to onsite Fitness Suite
- Onsite dog day care available
- Cycle to work scheme
- Generous employer contributions to Local Government or Teacher Pension Scheme

How to apply

To apply, please complete the online form found on our website www.swchs.net Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

We are committed to ensuring that recruitment and selection is conducted in a manner that is systematic, efficient, and effective and which promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief. We seek to be a diverse workforce and welcome applications from all.

Closing Date:
9am on 17th April 2026
Interviews:
Week beginning 20th April 2026
Applying:
For any questions about the application process please contact our HR Manager, Mrs Jackie King: applications@swchs.net

SAFFRON ACADEMY TRUST

Part of the Saffron Academy Trust

Area details

The Music Department Vision.

- To foster a love of learning in Music: to nurture students who are engaged, inspired and curious.
- To provide an appropriate body of knowledge, promote understanding and develop skills as a basis for further study.
- To encourage invention, analytical and appraisal skills.
- To stimulate and develop an appreciation and enjoyment of music.
- To develop independence and self-discipline; to explore artistic identities.
- To develop confidence in performance and enable access to a vibrant and diverse range of performance activities; catering to the musical ambitions and abilities of all pupils.
- To maintain a corporate identity within the school and the wider community.

Objectives of the Music Department.

- To build on experiences through the key stages.
- To maintain an innovative curriculum for students which values the talents and aspirations of all.
- To ensure that the curriculum offer is appropriate for all students and is supported by high quality teaching and learning.
- To develop skills in reading musical notations and to develop an understanding of the musical elements, devices and structures.
- To encourage a willingness to listen to a wide range of music and make a critical, analytical or creative response to it.
- To promote the use of ICT to help realise creativity.
- To develop skills in performance through understanding, fluency, expression and technical control.
- To draw links between academic study and ensemble participation.
- To draw on a range of musical structures, styles and traditions to improvise and compose with creativity and freedom.
- To utilize fully the advantage of our school hall, Saffron Hall. Including access to the faculty, guest artists, facilities, and resources.
- To foster an environment that acknowledges diversity, by creating and maintaining study of non-Western music, and by programming music of other cultures in recitals and concerts.

In addition to the objectives above it is hoped that the study of Music will develop within students the following:

- A preparedness to be increasingly involved in activities and ensembles.
- A willingness to respond to unfamiliar music.
- A willingness to experiment and take risks.
- The understanding that it takes time to develop skills.
- A willingness to accept constructive criticism.
- A tolerance of the views and opinions of others.

Staffing

The Music Department is staffed by two full-time and one part-time teacher, as well as a team of some 20 visiting peripatetic instrumental teachers. The Director of Music also leads the Music Academy. The Music Department is supported by two part-time administration staff; one with responsibility for the

organisation of instrumental teaching and Music Academy enrichment, the other with responsibility for curriculum support.

Accommodation

The Music Department is housed in two adjacent buildings. There are four main teaching spaces; M8 is designed for practical music making, M14 provides an academic space with 18 networked computers and a M1 is a large teaching/recital space, equipped with 12 networked computers and a small stage. The Music Department also has an additional classroom which is nearby, in the main school building. This is the A level teaching space and is equipped with 15 iMac computers, each installed with the software Sibelius, Ableton and Logic Pro. The room also houses Music Technology equipment (inc. Numark mixtrack pro and Rokit speakers).There is a fully equipped, purpose built recording studio within Saffron Hall - for use by A level Music and Music Academy students.
The Music department has twelve practice rooms to facilitate practice and the private music teachers' delivery across the week. One room is fitted with three networked computers for private study and tuition. Administration offices, instrument stores, a staffroom and the Director of Music's office complete the floorplan and ensure an effective working environment.

Resources

The Music Department is rich in resources for both curricular and extra-curricular activities.

ICT

48 networked computers and Yamaha keyboards with Cubase, and Sibelius software.
Ceiling mounted data projectors and two interactive whiteboards.
A range of usb keyboards and a variety of additional keyboards of varying specifications.
Recording and Sound Equipment.
Each teaching room is equipped with a Cambridge Audio amplifier, CD player and DVD player.
Boss Portable Hard disk recorder and several portable units for staff/student use.
Yamaha and Roland handheld digital recorders.
Yamaha PA System, Guitar amplifiers, keyboard amplifiers and a selection of Shure microphones.
Audio-visual Equipment and two digital video cameras.

Instruments

10 pianos (including premium range upright Yamaha and Kawai, two grand Yamaha pianos and use of Saffron Hall's Steinway concert grand).
5 clavinovas
Electric and acoustic Guitars.
A small number of orchestral instruments for hire.
Two full class sets of tuned percussion and a large selection of untuned handheld percussion.
Four drum kits and other specialist African and Samba drums.
2 Pedal Timpani. Use of a concert Marimba and other orchestral percussion through SCYM.

Teaching Resources

All textbooks, reference books, folders, CDs are kept in the Music Offices.
A library of miniature scores.
Reference and research material for KS5.
A large library of ensemble and choral music.
Subscriptions to Focus on Sound, Naxos Listening Library, SingUp! and VIP studio.

Saffron Hall

We are very fortunate to have a world-class concert venue on site and work very closely with the hall's management and education teams to maximise the opportunities that this presents for our students. Most of our senior ensembles rehearse in Saffron Hall on a regular basis, our concerts are staged there, the masterclass element of our Sixth Form Music Academy is built around the concert programme and there are often generous offers available for staff and students alike to attend concerts. Further information is available from the school website.

The Music Curriculum

Key Stage 3 Music is taught across 2 years (7 and 8) with Year 9 being a bespoke skills-building transition to the GCSE course.
In Year 7 the students are taught in form groups and in Year 8 they are taught in mixed ability groups. Each of these year groups experiences a cross-arts project, devised and developed by a team of teachers from across arts subjects. They also receive enrichment including a vibrant singing programme, an introduction to Music Technology and the provision of curricular enhancing workshops.
In Year 8 students' choose their options for GCSE study and uptake in Music is strong. Consequently, there are usually at least two GCSE music sets.
The A Level Music and A Level Music Technology courses also enjoy a healthy intake of students. Exam results are strong, with regular progression both to music courses at university and at music colleges. We also act as a centre for ABRSM performance exams, and have large numbers of students achieving successful outcomes on a termly basis.
The Sixth Form Music Academy attracts some of the most promising performers in the area. The specialist programme runs alongside A Levels as a once weekly timetabled slot and an ongoing programme of enrichment. It combines academic study with masterclasses and workshops, leadership opportunities and free concert tickets to Saffron Hall. We have a very strong tradition of sending students on to both university and conservatoire.

Extra-Curricular Activities

The music department is a vibrant, exciting and active centre for music making. It seeks to encourage all students to participate in extra-curricular activities, harnessing all interests and abilities. The following activities take place weekly, either at lunchtime or after school:
Lower School Choir
Chamber Choir
SWCHS Voices
Show Choir
Rhythm Cooperation
Intermediate Concert Band
Senior Concert Band
Intermediate Jazz Band
Senior Jazz Band
Intermediate Strings
Senior Orchestra
Senior String Orchestra
Inspirato String Quartet
Saxophone Quartet

Classical Guitar Ensemble - Frets
Senior Woodwind Ensemble
Clarinet Ensemble
Bassoon Ensemble
Brass Ensemble

In addition, many students book the facilities for their own rehearsals and there are currently several chamber ensembles, rock and soul bands in school.

Saffron Centre for Young Musicians

Located in the Music Department, this is a Saturday music centre set up as a joint venture between Guildhall School of Music & Drama, Essex Music Hub, Saffron Hall and the school. It offers a curriculum which balances ensemble work, singing and theory/musicianship and has more than 100 students attending each week - many of whom also attend Saffron Walden County High.

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Job Description and Person Specification

Job Title:	Teacher of Music
JD Reference:	
School/Academy:	Saffron Walden County High School
Salary:	MPS/UPS
Responsible to:	Headteacher

Role:	Class teacher with expert subject knowledge.
Purpose of job:	To secure excellent progress for all students through high quality teaching, learning and assessment in an atmosphere in which students feel challenged, valued and secure.

To be an excellent classroom practitioner and committed to becoming an expert in the relevant subject specialism.

In addition to the responsibilities listed below, there is an expectation that those paid on Upper Pay Scale:

Will be expected to demonstrate that their level of competence and performance is:

- highly competent in all elements of the relevant professional standards; and
- achievements and contributions to the school are substantial and sustained.

Responsibilities and Accountabilities:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to adapt teaching appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, 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.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and sage learning environment:

- 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.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Support for School:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Designated Safeguarding Lead (DSL) or Deputies of any issues relating to the safety and well-being of students using relevant systems (CPOMS)

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

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 check with the Disclosure & Barring Service.

Updated: March 2026

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Person Specification – Teacher	Assessment Key: A = Application Form I = Interview RE = Reference AS = Assessment(observation)

Education and Qualification		**Essential**	**Desirable**	**Assessment**
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good relevant Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
Experience		**Essential**	**Desirable**	**Assessment**
4	Excellent classroom practitioner.	✓		A/I/RE/AS
5	Excellent subject knowledge.	✓		A/I/AS
Knowledge and Skills		**Essential**	**Desirable**	**Assessment**
6	Evidence of both curricular and pastoral experience.		✓	A/I/RE/AS
7	Understanding of and commitment to teaching standards.	✓		A/I/RE
8	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
9	Ability to contribute to team meetings and contribute ideas.	✓		A/I/RE
Personal Qualities		**Essential**	**Desirable**	**Assessment**
10	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/RE/AS
13	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
14	Positive and enthusiastic approach towards work. Including sustained commitment to achieving team goals	✓		I/AS

15	Professional approach when dealing with all issues, students and staff.	✓		I/AS
16	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
17	Commitment to continual improvement and challenging norms.	✓		A/I/AS
18	Evidence of showing sustained commitment to a team	✓		
Child Protection		**Essential**	**Desirable**	**Assessment**
19	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		**Essential**	**Desirable**	**Assessment**
20	Willingness to make a positive contribution to the wider life and ethos of the school		✓	A/I