



Star

## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leader*

### **WOODWIND CLARINET TEACHER**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

In addition, you will train to meet or exceed the requirements of the Teachers' Standards and the Teacher Apprentice Standard.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

##### **1. Strategic Direction and Development of the School**

- 1.1 Work towards inspiring and purposeful leadership for the students within a caring and secure environment.
- 1.2 Work in partnership with the Principal, Senior Leadership Team, Local Governing Body, Trust, staff, students and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.3 Work within the overall aims and objectives of the school.
- 1.4 Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- 1.5 Liaise as required with a range of educational partners, internal and external, to underpin the raising of student attainment.
- 1.6 Support the school's home and community liaison work through the appropriate participation in events.

##### **2. Learning, Teaching and Attainment**

- 2.1 Contribute to an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.
- 2.2 Apply subject expertise to secure appropriate and consistent progress for all students across the range of background and ability.
- 2.3 Apply a range of effective learning and teaching strategies to raise the achievement of students, maintaining an up to date knowledge of good practice in Learning and Teaching techniques.
- 2.4 Support after-school and pre-exam intervention sessions as and when required to ensure the highest levels of achievement and attainment.

- 2.5 Support the delivery of subject enrichment activities for learners to consolidate and promote learning in the subject.
- 2.6 Be observed by a named mentor, colleagues and tutors and utilise feedback effectively.
- 2.7 Participate in Star Teachers' training programme which will account for 20% off the job training.
- 2.8 Complete a 6-week training placement at a contrasting suitable school that will be within 25 miles of your address.
- 2.9 Participate in pedagogic discussion and development, in order to share effective practice with colleagues.
- 2.10 Use performance data to inform planning and teaching, including the evaluation of students' progress and setting of appropriate targets for improvement.
- 2.11 Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching.
- 2.12 Build effective partnerships with parents to support and improve student and community achievement and personal development.

### **3. Relationships with Others**

- 3.1 Participate in school-based training and provider-based training.
- 3.2 Support the induction of new staff into the school community.
- 3.3 Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Trust and ensure all communication is consistent with the school's ethos.

### **4. Accountability**

- 4.1 Make best use of all resources to support the attainment of pupils.
- 4.2 Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and that pupils are involved in this process.
- 4.3 Carry out any such duties as may be reasonably required by the Principal.

### **5. Other Responsibilities**

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Carry out any such duties as may be reasonably required by the Trust.

### **6. Records Management**

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

|                |                                                                                                                                                                                                                            |                         | Assessed by: |                    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|--------------------|
| No             | CATEGORIES                                                                                                                                                                                                                 | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| QUALIFICATIONS |                                                                                                                                                                                                                            |                         |              |                    |
| 1.             | An honours degree qualification (typically 2ii or above). If you are applying for the Enhanced Postgraduate Teacher Apprenticeship’ you typically require a first-class honours degree in the subject that you will teach. | E                       | ✓            |                    |
| 2.             | GCSEs or equivalency (grade 4 or higher) maths, English and additionally science for primary applicants.                                                                                                                   | E                       | ✓            |                    |
| 3.             | Evidence of Continuous Professional Development.                                                                                                                                                                           | D                       | ✓            | ✓                  |
| EXPERIENCE     |                                                                                                                                                                                                                            |                         |              |                    |
| 4.             | Experience of working in a teaching environment.                                                                                                                                                                           | D                       | ✓            | ✓                  |
| 5.             | Experience of teaching large groups of pupils during lessons/sessions. Instrumental delivery will involve large groups of pupils (15+).                                                                                    | E                       | ✓            | ✓                  |
| 6.             | An experienced woodwind musician who has had experience as a professional musician.                                                                                                                                        | D                       | ✓            | ✓                  |
| 7.             | Experience, knowledge and the ability to teach on other woodwind instruments (e.g. flute, saxophone etc.)                                                                                                                  | D                       | ✓            | ✓                  |
| 8.             | Successfully leading and managing a class of pupils.                                                                                                                                                                       | D                       | ✓            | ✓                  |
| 9.             | Teaching unsupervised.                                                                                                                                                                                                     | D                       | ✓            | ✓                  |
| 10.            | Planning and preparing lessons.                                                                                                                                                                                            | D                       | ✓            | ✓                  |
| 11.            | Successful delivery of sustained outstanding attainment and achievement.                                                                                                                                                   | D                       | ✓            | ✓                  |
| 12.            | Innovation and creativity to engage, enthuse and progress learners.                                                                                                                                                        | E                       | ✓            | ✓                  |
| 13.            | Partnership and team working.                                                                                                                                                                                              | E                       | ✓            | ✓                  |

|                                        |                                                                                                                                                                         |                         | Assessed by: |                    |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|--------------------|
| No                                     | CATEGORIES                                                                                                                                                              | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| <b>ABILITIES, SKILLS AND KNOWLEDGE</b> |                                                                                                                                                                         |                         |              |                    |
| 14.                                    | Ability to teach to across the age phase that you will be trained.                                                                                                      | E                       | ✓            | ✓                  |
| 15.                                    | Knowledge of the MIIST curriculum and have a clear expectation that this must be followed in its entirety, both in regard to its content and methodology (e.g. Kodaly). | E                       | ✓            | ✓                  |
| 16.                                    | Willing to perform on the instrument when teaching and give pupils practical examples.                                                                                  | E                       | ✓            | ✓                  |
| 17.                                    | Ability to deliver effective learning and teaching in the classroom.                                                                                                    | E                       | ✓            | ✓                  |
| 18.                                    | Ability to deliver the highest standards of classroom and behaviour management.                                                                                         | E                       | ✓            | ✓                  |
| 19.                                    | Ability to prioritise conflicting demands.                                                                                                                              | E                       | ✓            | ✓                  |
| 20.                                    | Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them.                                                              | E                       | ✓            | ✓                  |
| 21.                                    | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.                                                | E                       | ✓            | ✓                  |
| 22.                                    | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals.                                                                | E                       | ✓            | ✓                  |
| 23.                                    | Ability to provide pastoral support to students.                                                                                                                        | E                       | ✓            | ✓                  |
| <b>PERSONAL QUALITIES</b>              |                                                                                                                                                                         |                         |              |                    |
| 24.                                    | Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.                                               | E                       | ✓            | ✓                  |
| 25.                                    | Highly organised, literate and articulate.                                                                                                                              | E                       | ✓            | ✓                  |
| 26.                                    | A passionate belief in the school's mission statement.                                                                                                                  | E                       | ✓            | ✓                  |
| 27.                                    | A strong belief in the value of education in developing citizens.                                                                                                       | E                       | ✓            | ✓                  |
| 28.                                    | Highest levels of professional and personal integrity.                                                                                                                  | E                       | ✓            | ✓                  |
| 29.                                    | A strong commitment to inclusion and overcoming barriers to learning and achievement.                                                                                   | E                       | ✓            | ✓                  |
| 30.                                    | Personal resilience, persistence and perseverance.                                                                                                                      | E                       | ✓            | ✓                  |
| 31.                                    | Commitment to the pursuit of continuous professional development by oneself and others.                                                                                 | E                       | ✓            | ✓                  |

|     |                                                                                                              |                         | Assessed by: |                    |
|-----|--------------------------------------------------------------------------------------------------------------|-------------------------|--------------|--------------------|
| No  | CATEGORIES                                                                                                   | Essential/<br>Desirable | App<br>Form  | Interview<br>/Task |
| 32. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'. | E                       | ✓            | ✓                  |
| 33. | A strong commitment to the Trust value of 'Service'.                                                         | E                       | ✓            | ✓                  |
| 34. | A strong commitment to the Trust value of 'Teamwork'                                                         | E                       | ✓            | ✓                  |
| 35. | A strong commitment to the Trust value of 'Ambition'.                                                        | E                       | ✓            | ✓                  |
| 36. | A strong commitment to the Trust value of 'Respect'.                                                         | E                       | ✓            | ✓                  |
| 37. | Commitment to support Star Academies' agenda for safeguarding and equality and diversity.                    | E                       | ✓            | ✓                  |
| 38. | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.         | E                       | ✓            | ✓                  |