

Job Description - Music Teacher

Managing the Environment/Behaviour/Routines

As practitioners we understand that behaviour is a communication, so although the teacher is responsible for behaviour in the class they will communicate on CPOMS where needed to ensure that tutors and pastoral staff have a holistic view of students

Positive, purposeful classroom climate is well- established and consistent for all groups. Students develop confidence as learners because there is a strong culture of error.

Classroom displays are stimulating for learners, strike an appropriate balance for a variety of learners & kept up to date

The teacher develops student's belief in themselves and their relationship with the subject. They consistently role model the behaviours they expect of students.

Student's books demonstrate pride in the quality and quantity of work.

Incidents of disruption are rare because the teacher manages behaviour proactively. They are consistent in their responses to student's behaviour. The teacher intervenes early and effectively to prevent escalation.

The teacher has consistently high expectations for behaviour and applies consequences and rewards consistently in all classes and groups, so students feel safe and secure. They link consequence and reward to learning so that students understand the impact of behaviour on learning. They attend RAs. They support their colleagues in upholding policies and systems.

Routines are embedded to maximise learning time, and used to create a comfortable and safe learning environment to minimise stress. Students are very responsive to teachers' instructions and cues.

Sequencing and Modelling

Set tasks with clear goals that stretch and challenge pupils of all backgrounds, that have clear outputs and timescales

Present new material using small steps

Provide models and scaffolds, including for pupil talk.

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

Know when and how to differentiate appropriately, understanding the needs of all pupils, employing strategies that are specified in individual's Passports using approaches which enable pupils to be taught effectively, such as visual prompts or writing frames.

The teacher contributes their curriculum and subject knowledge to create effective lessons which are rigorously planned and sequenced with a challenging objective. The content, which includes homework, is differentiated to take account of different starting points, and rates of progress

They ensure that student's thinking is focused on key ideas and they make explicit links between new content and core concepts. Ideas are interleaved.

Key vocabulary is explicitly taught, pre taught, displayed, defined and revisited often. Lists of appropriate level key terminology are provided to students in advance and shared with other colleagues (TA's) where necessary.

Stages of Practice

Guide student practice, possibly using 'I do, We do, You do'.

Obtain high success rate when checking on learning during the lesson (80%)

Build towards independent practice in lessons.

Questioning, Feedback & assessment

The teacher uses a wide range of strategies, including questioning, to check for understanding during lessons against a model of success to gain insight into whole class understanding.

The teacher diagnoses gaps in student's knowledge accurately during lessons and adapts their teaching in response.
The teacher prepares and executes opportunities to check knowledge retention over time and are able to make changes to ongoing lesson and unit design.
Feedback to students is focused and precise and they are given time to improve.
The teacher makes consistently accurate and robust judgements about student's performance in assessments. In KS4, the teacher knows where students are performing against national expectations.
The teacher uses data to quickly identify patterns and issues. They rapidly respond with appropriate strategies.
Promote good progress and be accountable for student outcomes
Make accurate and productive use of both formative and summative assessment
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback as per the marking policy
Reviewing Material
Daily review - use of starter to check prior learning, Weekly and Monthly review used to interleave
Demonstrate good subject and curriculum knowledge and be an outstanding musician
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, and promote the value of scholarship
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and numeracy whatever the teacher's specialist subject.
Being an effective Form Tutor
Follow the tutor rota and be a positive example for the pupils
Set the 'tone' everyday, by creating a positive ethos, establishing good pupil/teacher and pupil/pupil relationships, encouraging a good form group spirit and identity aligned to the schools own values and based on success, aspiration and learning together.
Encourage high standards of work, behaviour and uniform and liaise with the Heads of Year over concerns.
Monitor attendance, rewards and sanctions, making contact with home when necessary.
Celebrate success and sanction when needed.
Provide notices, complete Skodel check ins and ensure that students are kept abreast of what is happening in the world through The Week.
Encourage students to live the 'GREAT' values by communicating regularly the examples and evidence needed to demonstrate them. Monitor the evidence and reward success.
Tutors have access to tutor group CPOMS and should be proactive and reactive to the needs of their group to ensure wellbeing is high.
As a vertical tutor, we will encourage debate and competitions through the activities in the week. Older students will be used as mentors to support younger students and GREAT values will be encouraged.
Deliver a high quality PDW curriculum, ensuring that students understand its importance and value.
CPD, Professional Development and subject specific skills
Attends at least 1 CPD Wednesday per half term and 1 subject specific CPD.
Be willing to learn/teach Samba and ukulele
Advantageous if can provide piano accompaniment
Be confident with teaching composition and production with music technology

Signed: _____

Date: _____

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Personal Specification

Qualifications and Experience	Essential or Desirable	Evidence Source
Qualified Teacher Status	Essential	A
Enthusiasm for music and the ability to communicate this enthusiasm to students	Essential	A, I
Experience in the delivery of KS3 and KS4 music	Desirable	A, I
Experience in teaching classes with children of all needs including SEND, PPG, EAL and More able	Desirable	A, I
Knowledge, skills and abilities	Essential or Desirable	Evidence Source
Good academic knowledge and understanding of music	Essential	A, R, I
Good pedagogical knowledge and understanding of music	Essential	A, R, I
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	Essential	A, I
Good behaviour management skills	Essential	A, R, I
Effective planning and organisational skills	Essential	A, R, I
Effective written and spoken communication skills	Essential	A
Personal Qualities	Essential or Desirable	Evidence Source
Awareness of data protection, security and confidentiality and safeguarding	Essential	A, R
An effective team worker	Essential	A, R, I
Professionalism	Essential	A, R, I
Resilience	Essential	A, R
A 'can do' attitude that embraces change	Essential	A, R
A reflective practitioner always seeking to improve performance	Essential	A, R
Commitment to outstanding inclusive comprehensive education	Essential	A
A willingness to offer extra-curricular activities	Essential	A, I
Preparedness to undertake relevant CPD to enhance teaching	Essential	A, I

* Method of Assessment: A = Application Form; I = Interview; R = Reference