

Job Description

Job Title: Subject Leader TLR2a - Music

Responsible To: Assistant Headteacher

Hours: Full Time

Latest Review Date: January 2026

This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.

This post is part of the School's leadership. The post holder has a teaching and learning responsibility in the Curriculum Area of Music.

Within that Curriculum Area the teacher will:

- Impact on educational progress beyond their assigned students.
- Lead, develop and enhance the teaching practice of others.
- Be accountable for leading, managing and developing whole School policy and practice in the identified Curriculum Area of Music.
- Have line management responsibility for a significant number of people.

The post holder will actively support the School's 'Raising Achievement for All' culture and participate in whole School self-evaluation and development.

The broad purpose of this post will include:

- Raising standards of student achievement within the School.
- Undertaking the professional duties of a teacher.
- Undertaking duties/roles and responsibilities assigned to him/her by the Headteacher.

Generic responsibilities:

- Contribute to the teaching of Music and in other areas as agreed.
- Safeguard and promote the welfare of students within the Subject Area.
- Lead development on issues resulting from the identification of trends in student performance from the monitoring and evaluating of assessment data.
- Define, evaluate and report on intervention strategies to address issues for development that have been identified within their core key stage responsibility.
- Identify quantifiable and challenging student progress objectives with teachers within their Performance Management objectives.
- Support teachers in planning appropriate strategies to achieve student progress target levels and objectives.
- Ensure that agreed student progress target levels within the Subject Area are achieved or exceeded.
- Lead the encouragement of students' motivation and enthusiasm in the subject.
- Develop positive responses to challenge and high expectations.
- Monitor the objectives and targets for every student and promote the importance of raising their achievement.
- Monitor and evaluate the planning of other teachers in the Subject Area, providing constructive and developmental feedback on a regular basis.
- Disseminate examples of effective planning practice within the Subject Area.
- Ensure that teachers are aware of the needs of inclusion of all students and groups and make provision for this in their planning.

- Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of learning and teaching in the subject, and communicate this to students.
- Conduct learning walks for colleagues' teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement.
- Co-ordinate/monitor the deployment of teachers, support staff and other adults to ensure their effective contribution to students' learning.
- Lead and co-ordinate strategies to achieve relevant School improvement priorities that have been identified at subject or whole School level.
- Evaluate and report on the effectiveness of practice in the Subject Area annually, suggesting areas and issues for further improvement.
- Lead professional development in the Subject Area through example and support and co-ordinate the provision of high quality professional development for staff.
- Use financial and resource management innovatively and effectively.
- Support Subject Area staff in behaviour management and assist them in the planning of behaviour management strategies.
- Represent the Subject Area at meetings and chair meetings as appropriate.
- Ensure schemes of work are in place and updated in response to student needs.
- Ensure that reporting systems are of high quality within the Subject Area.
- Lead the Subject Area Improvement Plan and involve all staff in its formulation.
- Play an active role in the appointment of staff to the Subject Area.
- Implement School policies and procedures
- Liaise with other staff eg Pastoral Leaders
- Act as a positive, professional role model for all members of staff.
- Ensure the provision of cover work for absent colleagues.
- Ensure the Subject Area environment is conducive to learning.
- Promote teamwork and the sharing of good practice.
- Ensure that School Health and Safety policies are implemented.
- Produce a Super Curriculum area to help boost subject knowledge and content
- Lead and drive the effective use of ICT and digital technologies for improving learning and for management purposes.
- Ensure that students have the opportunity to contribute to the self-evaluation process.
- Carry out any other relevant and appropriate tasks as directed by the Headteacher.

Specific responsibilities:

To be negotiated with the post holder.

General Duties:

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to the Assistant Headteacher/Curriculum Area Leader. See the School's Health and Safety Policy.

Notes

The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility.

This job description is subject to review and amendment from time to time in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School

Person Specification for the role of Subject Leader - Music

Please note that the information below, along with the relevant Job Description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key:

Essential - without evidence of which the candidate would be declined
 Desirable - useful for the role but not essential, may be used when making decision between two otherwise equally appointable candidates.

| | Essential | Desirable | |
|--|------------------|------------------|---------------------------------|
| Qualifications | | | |
| <ul style="list-style-type: none"> Qualified Teacher Status | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Degree Level Qualification | • | | Application Reference Interview |
| Experience | | | |
| <ul style="list-style-type: none"> Teaching in the relevant subject area/Key Stage. | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Using data to inform target setting and planning. | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Working with children with English as an Additional Language. | | • | Application Reference Interview |
| <ul style="list-style-type: none"> Ability to significantly contribute to the development of outstanding schemes of work | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Able to use a variety of teaching and learning techniques to raise standards | • | | Application Reference Interview |
| Personal Qualities/Skills and Characteristics | | | |
| <ul style="list-style-type: none"> Capability to challenge, influence and motivate students to achieve high standards | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Ability or potential to consistently deliver engaging, inclusive and impactful lessons | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Excellent communication and organisation skills. | • | | Application Reference Interview |
| <ul style="list-style-type: none"> Ability to work as a member of a team. | • | | Application Reference Interview |

| | Essential | Desirable | |
|---|------------------|------------------|---------------------------------|
| • Capability to demonstrate good/outstanding classroom management. | • | | Application Reference Interview |
| • Able to effectively communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies). | • | | Application Reference Interview |
| • Able to use IT to support both the curriculum work and organisation. | • | | Application Reference Interview |
| • Able to strategically monitor and evaluate teaching and learning. | • | | Application Reference Interview |
| • Able to identify the necessary resources which ensure high quality teaching and learning. | • | | Application Reference Interview |
| • Able to assess the needs of individuals to inform lesson planning. | • | | Application Reference Interview |
| • Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly. | • | | Application Reference Interview |
| Knowledge/special aptitudes | | | |
| • Knowledge and understanding of the National Curriculum for Music at KS3 and KS4. | • | | Application Reference Interview |
| • A range of behaviour for learning techniques. | • | | Application Reference Interview |
| Equality Issues | | | |
| • Demonstrable commitment to inclusive teaching and learning. | • | | Application Reference Interview |
| • Awareness of the effects of discrimination on students, parents, colleagues and policy. | • | | Application Reference Interview |