

# Head of Music – Job Description

<b>Post Title:</b>	<b>Head of Music</b>
<b>Salary:</b>	<b>The Kingston Academy Teaching Pay Scale (MPS/UPS Outer London +1% above National Pay Scales - spine dependent on experience) plus TLR2b</b>
<b>Reporting to:</b>	<b>Senior Leadership Team</b>
<b>Hours:</b>	<b>Full-Time, Monday – Friday</b>

## **Core Purpose**

To provide outstanding leadership, strategic direction and management of the Music Department throughout the School in order to secure high quality teaching and learning, raise standards of attainment and to ensure the progress, achievement and enjoyment of all pupils.

## **General Leadership Responsibilities**

To contribute, under the overall direction of the Head Teacher, in:

- Managing staff and resources.
- Supporting the School's responsibility to provide opportunities for personal and professional growth of all staff.
- Creating a school environment with an outstanding care and guidance of, and for, each other.
- Ensuring that there is outstanding achievement, behaviour, leadership and teaching and learning across the School.
- Monitoring the progress of strategy and policies in accordance with the policies of the School and the Academy Development Plan determined by the Trust.

## **General Duties**

In addition to the Job Description of all teachers at The Kingston Academy, Head of Departments also have the following roles and responsibilities.

### **Strategic Planning and School Self-Evaluation**

- To lead on planning, reviewing, monitoring and evaluating the delivery of your subject in the School having regard to current and future developments in order to raise standards.
- Through your role as a middle leader to have a strategic impact on the School by participating in corporate leadership duties, leading on whole school initiatives and working within the time demands of the role.

### **Operational**

- To take part rigorously and effectively in the School's monitoring and evaluation cycle ensuring deadlines are met, results are shared and appropriate action is taken (e.g. produce a Departmental Handbook and Self-Evaluation Form in line with School requirements and to update it annually).
- To provide a summary of the programme of study for each year group for publication on the school website and for inclusion in the relevant transition booklets.

- To be responsible for all internal assessments ensuring that relevant data is collected and entered onto the School Information Management System and/or passed on to the Data Manager for processing (as appropriate to School procedures) and that interventions are planned according to the information gleaned.
- To ensure cover work is set when members of the department are absent.
- To be responsible for all departmental rooms, having regard to aspects of Health and Safety.
- To deliver attractive displays across all classrooms to provide an encouraging learning environment.
- To manage the departmental budget effectively and to keep accurate accounts.
- To ensure the organisation of resources within the department, having regard to security, stock taking, update of the department/school asset register.
- To chair departmental meetings providing agendas and minutes to all relevant staff.
- Provide information and administrative returns, as and when required, by members of the Senior Leadership Team making sure deadlines are met.
- To keep records and files of evidence of all monitoring, activities, meetings and outcomes including exemplar work as evidence.

### **Pupils**

- To create a climate which will support and encourage all pupils in the subject.
- To track and monitor the progress of all pupils in the subject including: the Gifted, Able and Talented, those with SEND, Looked-after Children, Pupil Premium, English as an additional language, and liaise with the SENCO, Head of Year and relevant Senior Leadership line-manager.
- To ensure that all pupils make good progress by using prior attainment data and tracking to identify underachieving individual pupils or groups of pupils and where necessary create and implement effective interventions to support those pupils.
- To recognise and acknowledge all aspects of achievement and implement the schools rewards/merits systems consistently.
- To follow up discipline matters within the department in accordance with the School Behaviour Policy and to implement appropriate sanctions.

### **Staff Accountability, Support and Development**

- To create a climate which supports and encourages all departmental staff together with the professional services staff (administrative, technical and the SEN Department) who, from time to time, will work to support the work in your department.
- To take advantage of relevant opportunities for professional development in line with personal, department and school priorities.
- Establish links with the relevant staff in Kingston University / Kingston College in order to support curriculum development together with the planning and delivery of the enrichment programme.
- Provide departmental training and implement all lesson observation strategies (learning walks, triads and via Performance development) in the School designed to share best practice.
- To implement the School's Performance Development Policy and to be responsible for the leadership, guidance, direction and support of members of the department.
- To play an active role in the recruitment of staff.
- To provide effective support for NQTs in conjunction with the Deputy Head / Assistant Head (Teaching and Learning) responsible.
- To be responsible for, and insist that calm, orderly, purposeful lessons take place throughout the department with due reference to planning, pace and differentiation.

- To insist on punctual arrival for lessons and continual classroom supervision by departmental staff.
- To support those staff, with whom there are concerns, to ensure that opportunities for improvement are available through peer observation, coaching and mentoring, target setting and continuing professional development opportunities.
- To ensure teachers in the Department complete all aspects of the target setting, assessment, reporting and audit cycle on time and to the highest standard.

### **Teaching and Learning**

- To develop and update schemes of work.
- To spearhead a whole school STEM programme to ensure that all pupils can achieve their full potential.
- To plan, promote and support intervention strategies for all year groups and in particular public exam cohorts.
- To promote the use of ICT both to enhance teaching and learning and for administration purposes.
- To monitor and evaluate the teaching and learning in the subject through results' analysis, formal and informal observations, drop-ins, work sampling and checking planning in order to ensure pupil progress and attainment.
- To ensure that all pupil work is regularly and effectively marked by checking and monitoring marking within the department (including records and work sampling) on a regular basis.
- To ensure that displays in classrooms are attractive and include pupil level/grade information and exemplars of levelled/graded work and that all pupils have copies of such information in their exercise books including the departmental marking policy.
- To monitor the setting of appropriate homework and assessments for all pupils in the subject.
- To lead by example to plan and teach high quality lessons at all times.
- To teach across the whole age and ability range.
- To ensure the best available provision for pupils with Special Education Needs and Disability within the department through close liaison with the SENCO and Learning Support staff and to ensure that the department is represented at SEN working party meetings. Ensure that all members of the department have copies of IEPs and that the relevant strategies are implemented.
- To lead a departmental review, in liaison with the line manager, on a three yearly cycle identifying strengths and areas of concern for development in a report to be presented to Governors.
- To ensure that there is an ethos of sharing good practice and resources among the department's teachers and provide opportunities for this to take place.
- Promote and support the organisation and planning of subject related activities and events to enhance teaching and learning.
- Promote and support the organisation and planning of subject related activities and events in the enrichment programme and through the delivery of extra-curricular activities.
- To liaise with external staff (e.g. form CAHMS, Educational Psychologist, Behaviour Support, Exclusions) in order to support pupil well-being and progress.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.

## **Accountabilities as a Form Tutor**

- All teachers are Form Tutors and are expected to be the first point of contact between the school and parents and will be responsible for knowing well each individual child in their group. Form Tutors meet with parents on consultation evenings and on other less formal occasions and are responsible for fostering good home/ school relations.
- Form Tutors will be responsible for ensuring the various individual needs of their tutor group are met.
- Form Tutors will lead Form time with their group and deliver the PSHE/Inspire Smart as directed by the Deputy Head and the relevant Head of Year.
- Form Tutors will support individual consultation or guidance during self-directed activity sessions and at other times.
- Form Tutors will support induction from previous phases of education and prepare and guide on transition to next phases and, in the longer term, maintain relationships with graduates from The Kingston Academy.
- Form Tutors ensure that pupil attendance is monitored and general administration is carried out for their group.
- Form Tutors prepare reports and references and have responsibility for monitoring records of pupils' progress. They take responsibility for monitoring and supporting children's learning through individual action planning and interventions where there is underachievement.
- Form Tutors carry out supervision at break time and at other times published in advance.
- Form Tutors supervise after school detention as part of the school duty rota which will be published in advance.
- Supervising and, so far as is practical, teaching any pupils whose teacher is not available to teach them.
- Form Tutors are expected to support and share in the delivery of the year and house assemblies and supervise their groups as necessary.

## **Other**

- Teachers are required to carry out a reasonable share of break time and lunchtime supervision duties.
- Teachers are required to contribute to the school enrichment programme by running and managing an enrichment club.
- This job description and allocation of responsibilities may be amended, after consultation, from time to time. Performance Development procedures will aid this process by considering the relevance of the teacher's role in the context of the changing needs of The Kingston Academy and the professional development of the teacher.
- The Trust Board and Head Teacher reserve the right to ask teachers to carry out other such duties as may, from time to time, be reasonably assigned operating within their conditions of service. The job specification does not allocate a particular amount of time to any of the above responsibilities.
- The job description applies to all teaching staff in The Kingston Academy.
- Some staff will, in addition, have extra responsibilities, which are described in a supplementary job description.

- All teachers are expected to operate, at all time, within the stated policies and practices of The Kingston Academy.
- Employees will be expected to comply with any reasonable request from the Head to undertake work of a similar level that is not specified in the job description.
- The Kingston Academy will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **Safeguarding**

The welfare and safety of pupils are the responsibility of all staff in school. All staff must remain vigilant and any concern for a pupil's welfare must always be reported to the Designated Safeguarding Lead in accordance with the school's procedures as set out in the school's Safeguarding Policy. All staff are responsible for ensuring that they fully understand these procedures and must seek guidance from the Designated Safeguarding Lead if required.

## **Additional Requirements**

- To support and promote the School's vision and values.
- To implement school policies with a commitment to high standards, high expectations and high achievement.
- To be aware of all Safeguarding/Child Protection issues relevant to the department (e.g. planning for School Trips, monitoring of visitors to the School).
- To attend relevant external meetings.
- It is the post-holder's responsibility to carry out their duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

# Head of Music – Person Specification

Those marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status (QTS)	✓	
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓	
A Level Grades - AAB or better		✓
Honours degree or equivalent in the subject that you teach	✓	
Upper second or 1st Class Degree		✓
<b>Knowledge and Experience</b>		
Performance Development/Lesson observation in last 2 years' are good or better	✓	
Performance Development/Lesson observation in last 2 years' are outstanding		✓
Good/Outstanding Behaviour Management Skills	✓	
Has a clear understanding of the diverse needs of pupils and how to raise progress and attainment of all pupils (e.g. the use of intervention strategies)	✓	
Able to demonstrate the potential for future promotion		✓
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information		✓
Has a good understanding of Performance Development	✓	
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities	✓	
Evidence of understanding the 'Every Child Matters' Agenda including diversity, community cohesion and sustainable development	✓	

Personal		
A desire and willingness to make a full contribution to the School's enrichment and extra-curricular programme	✓	
A desire and willingness to act as a role model and 'Character Mentor' and to deliver outstanding lessons	✓	
Must be able to work under pressure, manage own work load effectively and respond swiftly to tight deadlines	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
Demonstrate good judgement	✓	
High expectations of self and others	✓	
Passionate about their subject	✓	
Since leaving university they have undertaken further development of pedagogical knowledge, skills and understanding		✓
Sound understanding of current areas of development in the subject	✓	
Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.	✓	
The ambition to develop each child to his or her maximum potential	✓	
Interpersonal skills which demonstrate an ability to motivate staff and pupils and to convey enthusiasm for teaching and learning	✓	

**I acknowledge that I have read and understood the responsibilities, requirements, and expectations outlined in this Job Description. I understand that this document describes the general nature of my role and that duties and responsibilities may be modified as required by the Trust. By signing below, I confirm my acceptance and understanding of the position requirements.**

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_