

## Job Description – Head of Music

### Head of Music

**Responsible to:** Relevant SLT line manager

**Responsible for:** Teachers of Music, Peripatetic Teachers and Music Technician

**Salary details:** MPS/UPS + TLR 2b

#### **Job Summary:-**

- To be accountable for the learning and achievement of all students following Music programmes within the Academy in line with the Key Performance indicators set by the Principal in the Departmental Development Plan and the Key Stage 5 responsibility
- To provide high quality leadership and management for all Music learning programmes and ensure there are well-managed structures to support the learning schemes.
- To review the effectiveness of the department on a weekly basis with the SLT link to the department.
- To at all times safeguard the students well-being and follow all child protection/safeguarding policies rigorously.

#### **Duties and responsibilities: -**

##### **Monitoring Performance to ensure high standards are attained and maintained:**

- To monitor and evaluate the learning and teaching of the subject, to identify good practice and areas for improvement using Go 4 Schools and SISRA.
- To use data effectively to ensure that all students are making good progress in their learning and achieving well. Using Go4Schools for:
  - Ongoing, formative assessment data to identify underachieving students; intervention strategies to be actioned in liaison with Progress Leaders and progress monitored rigorously.
  - Summative end of year data, together with KS2 entry data and GCSE, GCE and vocational results and to use them to inform departmental development.
  - Data to set targets for year, teaching group and individual students.
- To devise and implement an annual monitoring cycle to include:
  - Staff planning/forecast sheets/HOD exam analysis
  - Exercise books/folders
  - Lesson observations
  - Reports
  - Environment
  - Homework/Independent Learning
  - The accuracy of assessment across the department
  - Learning walks
- To monitor the effectiveness of the Departmental Development Plan and collate the findings into the departmental Self Evaluation Form.
- To discuss monitoring outcomes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.

- To discuss progress in developing effective learning schemes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.

**Monitoring is to take place using the guidelines given in the SLT and Departmental Monitoring Programme. Monitoring will generate 'Action to Take' reports and amended Departmental Development Plans. All outcomes of monitoring and evaluation to be collated in the departmental Self Evaluation Form.**

### **Providing high quality team leadership and management of learning and subject development**

- To ensure continuity and progression in the Music schemes of learning from Year 7 to Year 13.
- To ensure that relevant research and inspection evidence informs the development of schemes of learning.
- To ensure that a wide range of learning activities, including using information learning technologies, are central to the development of schemes of learning.
- To ensure that schemes of learning effectively:
  - develop students' literacy, numeracy, ICT, personal learning and thinking skills, problem solving and team working skills.
  - signpost Every Child Matters issues including Spiritual, Moral, Social and Cultural development (including enterprise and citizenship education).
  - implement whole school policies on literacy, numeracy, setting, target setting, classroom management, homework/independent learning, rewards, equal opportunities and Health and Safety.
  - embed good practice in Assessment for Learning strategies.
  - results in lessons which are differentiated and always make effective use of Individual Education Plans.
- To ensure that lessons are well supported by homework/independent learning and other extra-curricular activities and trips.
- To support the development of schemes of learning through a well-focused plan of teacher peer support, coaching, mentoring and development to ensure that good practice is identified and shared so that learning and teaching are never less than good, and mostly outstanding.
- To ensure robust arrangements for marking and recording/tracking student progress in line with the Academy policies for Marking and ARR.
- To be accountable for the professional development of the Music team in preparing Music learning schemes particularly the areas of planning, differentiation, marking and behaviour management.
- To ensure there are effective arrangements in place to support continuity of learning from year 5/6 into year 7, and from GCSE/GCE/Vocational courses to Post 16 and Post 18 education and training.
- To identify to SLT the best learning pathways for students of all needs (SEND, G and T, EAL, Looked After Children and Ethnicity).

### **High Quality Team Leadership, Management and Deployment of staff and Resources:**

- To advise SLT on the structure of the department needed to deliver the learning pathways and learning schemes in Music and hence the selection and appointment of staff.
- To be responsible for ensuring departmental job descriptions focus on leading learning and the accountability for developing specific areas of learning is clearly delegated.
- To establish an annual cycle for reviewing performance and professional development

- within the Music team including any support staff allocated to the department.
- To create a climate which motivates staff.
- To use accommodation to create an effective, safe and stimulating environment for the learning and teaching of Music (curriculum and ex-curricular). In particular, to room the timetable effectively.
- To run regular meetings which run to calendar, have an agenda which clearly focuses on improving learning and teaching (agendas produced in advance of each meeting) with business recorded in the form of minutes with clear action points showing who is responsible for action.
- To ensure the implementation of the Academy and department rewards policies.
- To ensure the department is well resourced within the budgets allocated.
- To ensure exemplary practice regarding all aspects Health and Safety and Risk Assessments throughout the department; teachers, technicians, students and visitors.
- To discuss progress in developing leadership and management of staff, deployment of staff and resources and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.
- To ensure the Music Department timetable is effectively staffed so that all the Key Performance Indicators are achieved.
- To ensure that main scale Music teachers develop as professional members of the Academy by monitoring their work in terms of the Qualified Teacher Status Standards documentation.
- To ensure post-threshold Music teachers further develop as professional members of the Academy by monitoring their work in terms of the Post Threshold Standards documentation.
- To ensure all staff know what resources are available to support learning and systems are in place for the sharing of these resources e.g. using the Learning Gateway.

### **Developing partnerships with all members of the Pastoral team to secure high level of student progress.**

- To work with members of the Pastoral team when student progress is limited by negative attitudes, misbehaviour, unsatisfactory attendance or punctuality, long term illness or other factors so that effective, appropriate intervention strategies can be put into place.
- To be the first point of referral for student misbehaviour during department lessons; to organise a system of sanctions to ensure maximum student behaviour and performance.

### **Other duties:-**

Such other duties as may be reasonably required by the Principal/SLT/Line Manager.

It is the responsibility of each employee to carry out their duties in line with Academy policies, particularly to comply with all child protection/safeguarding policies/Health Safety Policies.

Use and development of ICT as required.

**Due to the nature of this job, it will be necessary for the appropriate level of Disclosure Barring Service to be undertaken. Therefore, it is essential in making your application you**

disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.



## GEORGE SALTER ACADEMY

### Person Specification – Head of Music

Category	Essential	Desirable	Method of Assessment
<b>Qualification and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in relevant subject (s)</li> </ul>	Application Form
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Evidence of Leadership/Management skills</li> <li>• Knowledge of the current national curriculum and relevant schemes of work.</li> <li>• Understanding of how to develop skills and attributes in students.</li> <li>• Understanding of the assessment processes at all key stages and how to use these to support planning and raise student attainment.</li> <li>• A proven track record as an excellent classroom practitioner, teaching at key stages 3 and 4.</li> <li>• Knowledge of and commitment to current safeguarding protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use and understand assessment data.</li> <li>• Familiar with effective learner progress intervention strategies.</li> <li>• Knowledge of Music at key stage 5.</li> <li>• Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.</li> </ul>	Application Form and Interview
<b>Skills and Experience</b>	<ul style="list-style-type: none"> <li>• Good communication skills orally and written.</li> <li>• Good use of ICT to make learning engaging and dynamic and to support assessment.</li> <li>• The capacity to form positive learning-centred relationships with other professionals.</li> <li>• Ability to create an effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience (including teaching practice) of form tutor/PSHE work</li> </ul>	Application Form and Interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to use own initiative.</li> <li>• A passion for education and making a difference.</li> <li>• Ability to meet deadlines.</li> <li>• Able and willing to scrutinise own practice</li> <li>• Commitment to safeguarding children and young people.</li> <li>• Ability to lead and motivate staff and students</li> <li>• Receptive to new ideas and able to generate them</li> </ul>		Application Form and Interview.