



**Aylesbury High School | #AHSWalksTall**

Developing uniquely talented young adults, who are independent, strong and confident

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## DIRECTOR OF MUSIC

### THE SCHOOL

Aylesbury High School (AHS) is a forward-thinking girls' grammar school that values both academic and pastoral excellence and co-curricular opportunities with the vision of developing uniquely talented young adults, who are independent, strong and confident

We create a welcoming environment which draws the very best from all in our community. Achieved by providing an ambitious education that stimulates creative and critical thinking, values diversity and facilitates dynamic personal development.

The AHS values are Boundless Aspiration, Resilient Bravery, Curious Engagement and Selfless Generosity and we want all our community to experience, develop and demonstrate these characteristics both within the curriculum and through our extensive co-curricular offering.

### THE DEPARTMENT

This is a fantastic opportunity to lead Music at Aylesbury High School, including GCSE, A Level and co-curricular provision. Part of the wider Creative Arts team, Music works with Art, Dance, Drama and PE to provide an Arts education as part of the school's commitment to a broad and balanced curriculum.

Aylesbury High School runs a thriving Music Department. Over 180 students receive weekly instrumental tuition in school from private instrumental tutors. There are a large number of co-curricular activities, some held jointly with Aylesbury Grammar School (AGS), our neighbouring boys' grammar school, including Symphony Orchestra, Choir, Good Vibrations (junior strings), Percussion Group, senior and junior jazz bands, Rock Club, Saxophone Ensemble, Improv Group, Classical Guitar Ensemble and Brass Ensemble.

Groups feature in our termly concerts and take part in external concerts and competitions regularly. The choir recently participated in Bucks Choir of the Year, Symphony Orchestra got through to the Music for Youth nationals performing on the main stage at Birmingham Symphony Hall; the whole of Year 7 take part in the annual Young Voices festival. There is an annual cycle of joint productions with AGS where each school takes it in turn to lead on that year's musical or play. Led by Year 12 House Music Captains, our annual House Music competition is a key part of the school year with over 200 students taking part.

We have a number of students who attend local music centres, perform in the Bucks and Milton Keynes county youth orchestras and choirs or attend junior departments of London music colleges.

We have a broad, balanced and ambitious curriculum to stretch and challenge our able and talented students. Music is taught for one 60 minute lesson per week throughout KS3. There is an emphasis on practical music making, composing and performing, in addition to listening and appraising. We pride ourselves on our varied KS3 curriculum that includes units on a wide range of genres, periods and styles.

GCSE Music (AQA) is taught for five lessons per fortnight. Numbers are extremely healthy with around 60 pupils across both KS4 year groups studying Music. We currently have two groups of GCSE Music students in each year group.

A Level Music (Eduqas) is taught for 4-5 lessons per week to classes that often include students from AGS. A good number of students go on to study Music at university (including Russell Group & high tariff universities) or at one of the conservatoires.

## JOB DESCRIPTION: DIRECTOR OF MUSIC

<b>JOB TITLE:</b>	Director of Music
<b>LINE MANAGED BY:</b>	Assistant Headteacher
<b>CONTRACT TYPE:</b>	Full time, Permanent
<b>TIME ALLOWANCE + TLR:</b>	This post attracts 5ppf and a TLR 2C

## JOB PURPOSE

The Director of Music is a high-profile leadership role responsible for the creative vision, academic rigor, and administrative management of the Music Department. You will lead a team of academic staff and peripatetic music tutors to maintain excellence in GCSE and A Level results while fostering a vibrant, inclusive co-curricular program that serves as a cornerstone of school life.

## DIMENSIONS

### Staffing

- Director of Music, one part time Music teacher, one Deputy Head (Music specialist)
- 13 peripatetic instrumental tutors. Students are prepared for Associated Board and Trinity examinations

### Facilities

- 3 Music Rooms (including 1 computer suite of 17 Mac computers running Sibelius, Garageband and LogicPro.)
- 7 Practice Rooms
- 30 plus keyboards
- 2 large halls for performances
- Class set of ukuleles
- Large range of guitars, basses and amps
- Large range of tuned and untuned percussion
- 4 drum kits (including 1 electric)
- Samba kit

## PERFORMANCE STANDARDS

The work of the Director of Music will be judged against the School and Team Improvement Plan, progress towards targets set and value added analysis of results in the subject.

## KEY RESPONSIBILITIES

### Academic Leadership

- Oversee the planning and delivery of Key Stage 3, 4 and 5 Music ensure high standards of teaching and learning and meet the needs of all students.
- Monitor the quality of teaching and learning in the Music Department, identify strengths and areas for development and implement improvement strategies that foster both rapid and sustained progress for all students.
- Ensure that the Music curriculum meets or exceeds statutory requirements while integrating effectively with the broader aims of the school.

- Ensure that all teachers within the department are accountable for student progress and engagement, providing support and challenge where needed.
- Ensure that assessment, data and interventions are used effectively within the department to raise achievement.

### Co-Curricular

- Lead, develop, and promote co-curricular opportunities in Music, ensuring a diverse and inclusive programme of ensembles and musical enrichment activities throughout the year.
- Facilitate and implement a calendar of high quality performance opportunities, including concerts, shows and House events, working collaboratively with peripatetic tutors and internal and external colleagues as appropriate.
- Oversee and manage a team of peripatetic tutors and the provision of 1:1 music tuition.
- Work proactively with the leadership team, other departments, and external organisations to provide opportunities for students and enhance the visibility of Music within the school and wider community.

### General

- In line with the broader aims of the School, lead the strategic development of the Music Department, to inspire and cultivate a thriving musical culture.
- Be responsible for the department budget, including planning, recording and reviewing expenditure as appropriate.
- In collaboration with the Assistant Head T&L, ensure that staff development needs are identified and appropriately met.
- Provide a well-organised, attractive, stimulating and safe learning environment for pupils.
- Be aware of developments in ICT and how they may be integrated into Music.
- With the support of relevant colleagues and external expertise where needed, have overview of the care and safety of departmental equipment and other such classroom equipment as required, including the School pianos.
- Attend meetings and undertake duties as reasonably requested by the Head.
- Contribute to the Professional Development Review cycle, acting as the reviewer of those you line-manage.
- Be familiar with and work within the required Health and Safety standards as laid out in school policy.

### Curriculum Development

At designated times during the year:

- Lead a meeting with the wider Creative Arts curriculum group to facilitate professional dialogue.
- Ensure that information is disseminated to the curriculum group effectively and share the views of the curriculum group back to the Senior Leadership Team.
- Ensure minuted records of those meetings are kept and distributed to those present and the Deputy Head.
- Be an active participant in Curriculum Development Meetings with the Senior Leadership Team, acting as a representative for the wider Creative Arts team and ensuring effective communication between these teams and the Senior Leadership Team.
- Help lead the development of teaching and learning throughout the School.

## PERSON SPECIFICATION

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|-----------------------|--|
| <b>Qualifications</b> | <ul style="list-style-type: none"><li>• Good honours degree or equivalent</li><li>• Qualified Teacher Status</li><li>• Further music-related qualifications as appropriate</li></ul>   |
| <b>Experience</b>     | <ul style="list-style-type: none"><li>• Excellent classroom teacher of key stages 3-5</li><li>• Potential to progress further</li><li>• Strong commitment to academic excellence and the design, implementation and review of the curriculum</li><li>• Familiar with monitoring and evaluation of teaching and learning</li><li>• Strong commitment to co-curricular and cross-curricular activities</li></ul>   |
| <b>Professional</b>   | <ul style="list-style-type: none"><li>• Very strong subject knowledge</li><li>• Strong keyboard skills</li><li>• Confident understanding of GCSE and A Level Music courses</li><li>• Familiar with current subject developments and impending changes to KS4 and 5 curriculum</li><li>• Keen to develop own career</li><li>• Sympathetic to the ethos of Aylesbury High School</li><li>• Strong ICT user, both personally and for subject use</li><li>• Evidence of systematic professional development</li><li>• An understanding of, and commitment to, the safeguarding requirements associated with such a role</li><li>• A strong ability to lead choral and instrumental ensembles</li></ul> |
| <b>Personal</b>       | <ul style="list-style-type: none"><li>• Good relationships with students and adults</li><li>• Able to motivate students and staff</li><li>• Works well under pressure</li><li>• Good personal organisation and time management</li><li>• Good communicator</li><li>• In good health and good attendance record</li><li>• Wide outside interests</li><li>• Meet the expectations of the DfE Teachers' Standards (Part 2)</li></ul>  |

## FLEXIBLE WORKING

AHS is a supporter of Flexible Working; over a third of our staff have a flexible work arrangement. We recognise that a better work-life balance can improve employee motivation, performance and productivity, and reduce stress and therefore want to support our employees in achieving a better balance between work and their other priorities, such as caring responsibilities, leisure activities, further learning and other interests.

Please include detail in your letter of application or talk to us at interview about the flexibility you need. We cannot promise to give you exactly what you want, but we will do our best to accommodate your needs.

AHS is committed to agreeing any flexible working arrangements, provided that the needs and objectives of both the organisation and the employee can be met.

## SAFEGUARDING STATEMENT

*CVs alone cannot be accepted for safeguarding reasons*

*If you are shortlisted for this post, you will also be required to complete a self-disclosure form as part of the recruitment process; this will not be used for shortlisting purposes.*

*The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Our Safeguarding Statement is attached. The appointment will be subject to references, which are satisfactory for the advertised post, an enhanced DBS check with a Child Barred List check, identity checks, prohibition orders and qualification checks as appropriate.*

*AHS is an equal opportunities employer. We encourage early applications for all vacancies and reserve the right to close our vacancies at any time should the right candidates be found.*