

## Job Description

<b>Post Title:</b>	<b>Head of Subject – Music</b>
<b>Location:</b>	<b>John Port Spencer Academy</b>
<b>Salary/Pay Range:</b>	<b>MPS-UPS &amp; TLR2c</b>
<b>Hours of work:</b>	<b>Full time</b>
<b>Reporting to:</b>	<b>Senior Team</b>

### Purpose of Role

To achieve the priorities set out in the school improvement plan (SIP) and the aims of the school, specifically, to work in such a way as to raise the quality of teaching, the quality of learning and standard of achievement/progress of all students. The post:

- is focussed on teaching and learning
- requires the exercise of a teacher's professional skills and judgement
- to be accountable for student progress, attainment and development within the curriculum area
- to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department
- involves training, leading, developing and enhancing the teaching practice of other staff in the English faculty
- must embrace and develop school and faculty focuses/initiatives as directed by the Senior Leadership team
- to lead the effective delivery of Religious Education at John Port Spencer Academy.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

### Nature and Scope

Working as Leader of Music within the Expressive Arts Faculty, you will be required to carry out the following duties.

The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

### Duties and Responsibilities of a Teacher

- Strive to create a stimulating and well-managed classroom atmosphere within which students gain success, interest and motivation
- Plan and deliver consistently good lessons where students make progress
- To monitor student progress and intervene where appropriate, completing personal intervention plans where directed
- To be aware of the performance of pupils in target groups (PP, SEND) and put strategies in place to 'close the gap'

- To input accurate and reliable data into the school MIS
- To participate fully in school/faculty review processes as well as Performance Management
- Strive to operate as an effective member of the faculty
- Follow the School Assessment Policy on the setting, marking, recording and reporting of students' work
- Prepare lesson material fully and in good time following faculty policy
- Strive to deliver lesson material with due regard to broader issues, particularly with respect to equal opportunities
- To complete additional tasks as directed by SLT.
- Attend Faculty meetings and lead on aspects of the faculty's cross-curricular work
- Perform statutory break and bus duties as required
- Act as a Form Tutor as required, as an effective member of the guidance team responsible to the appropriate Head of Year/Pastoral Manager
- To participate in recording and assessment activities
- To participate in meetings with parents
- To play an active role in any new learning initiatives undertaken by the faculty
- To promote and encourage good behaviour on the part of students during the school day
- To assist with the setting, preparation and marking of internal examinations
- To be responsible for displays in the room or area where most teaching takes place.

#### **Duties and Responsibilities of a Form Tutor**

- Form Tutors are the first point of contact with students in school and a key aspect of their responsibilities is to monitor the progress of each individual within the group.
- To be proactive in discussing progress data with students and identifying barriers to learning.
- This may include completing support and intervention documents.
- Reports and Records – any information of a confidential nature should be referred to the Head of Year/Pastoral Manager/Assistant Headteacher. The Form Tutor is expected to comment on reports and to cover aspects of achievement and personality, which are not covered by academic reports
- References and Special Reports – Form Tutors are expected to prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies etc. as required
- Personal Appearance and Conduct – Form Tutors are expected to keep a general eye on the personal appearance and behaviour of their charges and to insist on high standards
- Student Planners – Form Tutors should check and initial Student Planners regularly
- Tutor Form Time – this should be used purposefully and profitably. The periods may be used for a variety of purposes beyond the routine matters of Tutorial Work, as drawn up by the year team
- Assemblies – Form Tutors are expected to mentor groups of students during assembly time. This will also include completing individual impact reports to monitor the progress of students
- House and Year Team Meetings – in accordance with the calendar of meetings. Form Tutors are expected to attend meetings chaired by the Head of Year/Pastoral Manager
- Relations with Parents – Form Tutors are encouraged to foster good home-school relationships but are advised not to undertake home visits without prior reference to the Head of Year/Pastoral Manager.

#### **Operational/Strategic Planning**

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.

- To be responsible for the day-to day management, control and operation of course provision, including effective deployment of staff and physical resources.
- To assist in the implementation of school policies and procedures, for example Safeguarding, Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school.
- To assist in the management of the business planning function of the department, to ensure that the planning activities of the department reflect the needs of the students and the aims and objectives of the school.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Faculty are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.
- To encourage and organise activities and events associated with the subject e.g. remembrance day, exhibitions, visits, clubs, societies etc. and organise pupil participation in internal and external events and competitions, as appropriate and in accordance with the school's policy for offsite trips.

### **Curricular Provision**

- To liaise with the Senior Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.
- To ensure that the planning activities of the faculty reflect the needs of students within the faculty area, SIP and the aims and objectives of the school.
- To ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- To be proactive and effective in ensuring that curriculum data is accurate and reliable through effective moderation.

### **Curriculum Development**

- To lead curriculum development across the subject area.
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To liaise with the Director of Faculty/Senior Leadership team to maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of generic skills.
- To evaluate, develop and lead the implementation of new learning and teaching styles in the curriculum, including enhancing the use of ICT within the Faculty.
- To maintain, review and develop methods of assessment for student monitoring.
- To function as a member of the Faculty's team of post holders, and contribute to the continued successful development of the faculty
- To monitor actively and respond to curriculum development, teaching practice, methodology and initiatives at national, regional and local levels.

### **Staffing**

- To work with the Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.

- To continue own professional development as agreed with senior member of staff in charge of CPD.
- To engage actively in the performance management review process and act as reviewer for a group of staff within the designated department.
- To be responsible for the efficient and effective deployment of the faculties technicians/support staff (where appropriate)
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the faculty.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT, SD and NQT programme.
- To be responsible for the day-to-day management of staff within the designated curriculum and act as a positive role model.

### **Quality Assurance**

- To ensure the effective operation of quality control systems.
- To assist in the process of the setting of targets within the department and to work towards their achievement.
- To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the department.
- To contribute to the school procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within the department.
- To participate in the monitoring and evaluation of the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required within the relevant curriculum area.
- To ensure that the faculties quality procedures meet the requirements of Self Evaluation.
- To participate fully in the schools' Quality Review program.

### **Management Information**

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To assist in the production of reports on examination performance, including the use of value-added data.
- To assist in the identification of exam entries within the department.
- To provide the Trust or Governing Body with relevant information relating to curriculum performance and development.

**Communication and Liaison**

- To ensure effective communication with students and parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies to promote the development of effective subject links.
- To contribute to the planning and delivery of school liaison activities.

**Management of Resources**

- To assist the Head of Department to identify resource needs and to contribute to the efficient /effective use of physical resources.
- To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

**Pastoral System**

- To monitor, support and actively follow up the overall progress and development of students within the faculty.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.
- To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Form Tutor.

**Other Duties of teachers/form tutors**

- Work in a professional manner and with integrity and maintain confidentiality of records and information
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding
- Participate in the Academy Appraisal process and undertake professional development as required
- Adhere to all internal and external deadlines
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name:

Signature:

June 2024

Date:

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
Qualified Teacher Status and successfully meeting the Teacher Standards	√	
Successful teaching experience in a secondary school	√	
Preparing and delivering lessons to classes containing a range of ages and abilities	√	
Maintaining and tracking student progress and development	√	
Continually improving personal subject knowledge	√	
Undertaking pastoral duties	√	
Preparing students for qualifications and external examinations	√	
Managing student behaviour effectively	√	
Applying school policies and procedures	√	
Supporting and supervising the work of Teaching Assistants	√	
Participating in extra-curricular activities and school meetings	√	
Working with parents and professionals to improve the educational outcomes for students	√	
Undergoing regular observations	√	
Evidence of further post-graduate relevant study	√	
Evidence of additional recent and continuing professional development	√	
Evidence of a proven track record of delivering excellent student outcomes	√	
Experience in leadership and management in education in a collaborative context		√
Evidence of successfully leading development and improvement strategies	√	
Successful experience of monitoring, evaluating and improving student achievement, attainment, personal development and well-being.	√	
Successful experience of implementing strategies to improve provision at whole-school level	√	
Successful experience of managing change in an educational setting	√	
Successful experience in the leadership of a team		√
<b>Knowledge and skills</b>		
An understanding of leadership and the contribution it makes to school improvement	√	
High level communication, organisational and management skills	√	
The ability to communicate vision and strategy effectively and persuasively in a variety of contexts		√
The ability to evaluate colleagues' work and provide supportive feedback securing improvement	√	
An understanding of the factors contributing to successful outcomes in education for young people	√	
The ability to secure improvement in provision supported by the ability to analyse and interpret data effectively	√	
Factors supporting curriculum improvement, how to secure and sustain effective learning and progress throughout the school	√	
Awareness of current educational issues and relevant legislation	√	
Skilled in the use of ICT and possessing understanding of its potential contribution to school provision and improvement		√
An understanding of the implications of curriculum provision in your Faculty and its impact on student outcomes across the ability range	√	
Some knowledge and understanding of budget management skills		√
A working understanding of the inspection framework and its implication for school leadership	√	
Ability to work calmly under pressure	√	
Ability to communicate clearly orally and in writing	√	
Ability to work collaboratively with others	√	

Ability to work within school-based systems and specified timelines	√	
The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Safeguarding and SEND	√	
<b>Personal qualities</b>		
A pro-active leader with the desire to be accountable for substantial delegated areas of responsibility	√	
Personal impact and presence	√	
A strategic thinker	√	
Emotional intelligence with the ability to recognise and manage stress in self and others	√	
Self-confidence and the ability to appropriately to challenge the thinking and performance of colleagues	√	
The ability to inspire, enthuse and motivate all members of the school Community	√	
Openness, good humour, energy, enthusiasm and a sense of proportion	√	
Commitment to professional development in self and others	√	
Commitment to the principles of comprehensive and inclusive education	√	
Resilience, self-motivation and stamina in a pressurised and demanding context	√	
Excellent interpersonal skills with the ability to maintain strict confidentiality	√	
A diplomatic and patient approach	√	
Initiative and ability to prioritise own work and that of others to meet deadlines	√	
Able to follow direction and work in collaboration with the leadership team	√	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	√	
Commitment to the highest standards of child protection and safeguarding	√	
Recognition of the importance of personal responsibility for health and safety	√	
Commitment to the Trust's ethos, aims and whole community.	√	