

Job Specification

Post Title:	Subject Leader for Music
Reporting to:	Faculty Lead
Scale:	

Direction and Development

- Adhere to the principles of Ethical Leadership
- Actively promote the school's values: Determination, Togetherness, Achievement, Respect, Kindness and Opportunity
- Work with determination to provide the best education for all pupils, relentlessly looking for the best ways to impart knowledge to 'the whole child' whatever their needs or starting points
- Take the initiative to develop your subject and teaching and learning in your subject area, whilst being accountable for your own performance
- Help produce and implement a Faculty Action Plan, which should be a working document, referred to and updated routinely
- Routinely analyse internal and external academic results, drawing on a range of assessment and baseline data to identify strengths and development areas for both pupils and staff
- Regularly promote the profile of your subject within the school and beyond; be an active advocate for your subject
- To be cognisant of key subject developments in terms of both content and assessment and to share this information with colleagues
- Ensure opportunities to communicate with parents and carers are maximised

Subject Management

- Ensure timely and high quality curriculum, schemes of learning and training are provided for colleagues who teach your subject
- Provide effective support to colleagues who are teaching in your subject area
- Ensure you are marking and assessing as per the Fir Vale standard
- Follow clear expectations about professional conduct and working relationships amongst staff who teach your subject
- Support colleagues in the consistent use of pupil sanctions and rewards, informed by the school's policy
- Attend and play an active role in all meetings
- Assist in the recruitment of staff when required to do so
- Ensure the effective and consistent implementation of school policies
- Ensure appropriate cover is set when colleagues are absent
- Appraise staff in line with school policy and use the process to develop the personal and professional effectiveness of staff

Teaching and Learning

- Model innovation and excellent practice
- Ensure schemes of learning provide for a curriculum that meets the needs of our varied cohorts, and allows continuity and progressions of skills, knowledge and understanding
- Lead the planning of lessons, taking into account literacy development, fostering independence, and the need for cultural capital to be woven into our teaching
- Ensure you are aware of the needs of all of our cohorts (e.g. SEND, EAL, HA, LA) and that teaching within your subject area addresses the needs of all of these pupils
- Develop and maintain a stimulating and interesting learning environment
- To demonstrate the highest standards of professionalism at all times
- Uphold and promote all school policies and procedures
- Take responsibility for your own professional development and demonstrate a commitment to CPD by undertaking, and seeking out, opportunities to build your capabilities as Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy

- Ensure you understand your professional responsibilities in relation to school policies and practices
- Evaluate your own teaching critically and use this to improve your effectiveness
- Engage, positively, with the performance-management system
- To enthusiastically develop Music throughout the school with passion and energy
- To harness, develop and celebrate the musical talents of pupils at the school.
- To apply pupil skill to a variety of musical genres, broadening their knowledge and experience and raising pupil aspirations
- Establish and execute a clear department action plan which encourages Music to flourish across the school and monitor and evaluate its delivery and effectiveness
- To support the education of the whole child by organising school trips and supplement the Music curriculum by inviting contributions from industry experts and by linking to careers and future aspirations
- To manage, promote and evaluate the school's peripatetic programme
- Design a broad, engaging and challenging curriculum that enables all pupils to enjoy and achieve at the highest level, supported by appropriate schemes of learning, to ensure consistency and coherence across all Music lessons. To innovatively support the school priorities within that Music curriculum
- Have a deep understanding of the Music examination specification and associated JCQ guidelines making sure the course is appropriately sequenced to achieve exceptional outcomes
- Review and refine the Music curriculum on an on-going basis, taking into account the findings from monitoring, self-evaluation and student voice
- Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level
- Set regular, measurable and meaningful assessments for pupils in line with school policy.
- Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress
- Monitoring and accountability for the progress and attainment of pupils in Music
- Maintain regular records of pupils' attainment and progress
- Analyse ongoing pupil progress data and act accordingly to refine learning plans in order to close any gaps and address misconceptions
- Manage the deployment of department resources effectively and efficiently
- Provide the Faculty Leader and Senior Leadership Team with relevant information relating to the subject areas' performance and development as requested

Extracurricular

- To inspire attendance and engagement with a full extra-curricular Music program
- To promote and celebrate student involvement in extracurricular activities
- To establish a successful school choir
- To make a significant contribution towards the leadership, planning and delivery of school events such as an annual musical, Christmas and Summer showcases, weekly promotion of musical students, pop up events and assemblies

Deployment of Staff and Resources

- Manage your subject budget effectively
- Maintain and store subject resources in good order and organise them in a way that provides ready access to colleagues
- Market your subject effectively, including at school events, and maintain a positive and regular profile on social media platforms, consulting the school's marketing manager where necessary and keeping them informed of all your newsworthy events
- To model what it takes to be an outstanding teacher and subject leader and thus act as an example to members of the team
- To have a vision for the use of and clear criteria for success for the peripatetic staff
- To lead and manage subject teachers and peripatetic staff to ensure teaching and learning in the subject is consistent and highly effective
- To work collaboratively with members of the team to ensure that subject teachers feel confident to deliver planned lessons
- Communicate effectively with all stakeholders including experts from industry, parents and staff
- Modelling for all staff exemplary practice in terms of managing pupil behaviour, and establishing a culture of high expectations within your department

- Monitor the effectiveness of teaching and learning, feedback and planning processes within your department. Monitor the progress of all pupils and sub-groups of pupils with staff and plan appropriate support / interventions to remedy slow progress
- Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review where applicable
- Support the professional development of teachers and their training where appropriate
- Within the subject, ensure procedures for both internal and external exams are carried out according to the School's procedures and the Boards' regulations as appropriate

Academic Administration

- Work with the Exams Officer and SLT lead to communicate key examination dates to parents
- Provide papers and mark schemes for internal examinations
- Manage external examination entries
- Co-ordinate, mark and moderate coursework within your subject area. Ensure external verification and moderation of faculty judgments is calendared and effective
- Monitor data entries, to ensure grades are data / evidence driven and accurate
- Ensure 100% data inputs are on time and quality assured
- Ensure you are up to date and adhering to JCQ regulations
- Regularly check the exam board and course is most suitable for pupils

N.B: Every subject teacher will be expected to undertake tutorial responsibilities.

This job description will be reviewed when necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

You will be expected to carry out any other duties required of a Subject Leader and as reasonably required by the Headteacher or member of the Senior Leadership Team.

Appendix 1

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language;

those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

PART THREE: FIR VALE BASICS

Teachers are expected to 'Meet and Greet' all pupils at the door at the start of the lesson and ensure learning begins as soon as possible. The register is done in the first 10 minutes of the lesson, ensuring a head count is also done.

Teachers are expected to model and encourage correct use of the English language, so that students can learn how to speak and write English with fluency and accuracy. Teachers must ensure pupils have a clear seating plan and/or a safe and embedded routine for how they conduct themselves throughout the lesson to ensure safety and so that good learning behaviours are developed.

Teachers ensure that pupils take pride in their environment by showing pride in their own classrooms and work areas.

Teachers are expected to use 'silent hands up' as the primary means of gaining silence. Teachers are expected, where possible, to set effective cover work if they are absent. Where this is not possible, they must contact a colleague to arrange cover.

Teachers must ensure that for written subjects, pupils normally work in an exercise book. If worksheets or file paper are to be used, these must be kept in a well-organised, neat folder. Teachers are expected to dismiss pupils in a calm and orderly fashion at the end of every lesson.

ETHICAL LEADERSHIP – OUR AIMS

1. **SELFLESSNESS** - Act solely in the interests of children and young people.
2. **INTEGRITY** - Avoid being under any obligation to people or organisations that might try inappropriately to influence our work. Resolve openly any perceived conflict of interest and relationships before acting and taking decisions.
3. **OBJECTIVITY** - Take decisions impartially, dispassionately and fairly, using the best evidence and without discrimination or bias.
4. **ACCOUNTABILITY** - Be accountable to the public for our decisions and actions. Submit to scrutiny necessary to ensure this.
5. **OPENNESS** - Act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **HONESTY** - Be truthful.
7. **LEADERSHIP** - Leaders should actively promote and exhibit the above principles. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

- **TRUST** - *leaders are trustworthy and reliable.*
Be honest.
- **WISDOM** - *leaders use experience, knowledge and insight.*
Demonstrate moderation and self-awareness. Act calmly and rationally.
- **KINDNESS** - *leaders demonstrate respect, generosity of spirit, understanding and good temper.*
Give difficult messages humanely.
- **JUSTICE** - *leaders are fair and work for the good of all children.*
Seek to enable all young people to lead useful, happy and fulfilling lives.
- **SERVICE** - *leaders are conscientious and dutiful.*
Demonstrate humility and self-control.
- **COURAGE** - *leaders work courageously in the best interests of children and young people.*
Take brave thoughtful decisions. Hold one another to account.
- **OPTIMISM** - *leaders are positive.*
Foster a positive and encouraging climate.