



Twyford Church Of England Academies Trust

"I have come that you might have life and
have it to the full" John 10 v10



Twyford CE High School Job Description

Job Title:

Head of Music

Salary:

MPS/UPS + TLR1a*

**opportunities for further professional development for
applicants who are exceptionally well qualified/experienced*
Trust Director of Music

Line Manager:

Supervisory Responsibility:

Curriculum music leadership of Key Stage 3, 4 and 5
Leadership of the wider learning programme,
scholars' programme, music events, concerts;
line management of department members
(including ECT).

Main purposes of Post

To achieve outstanding outcomes at KS3, KS4 and KS5 in the Music curriculum and wider learning offer within a thriving Music Department



Outcomes

Quality of Education

Curriculum

- Key stage 3, 4 and 5 curriculum and assessment frameworks are clear and support outstanding progression

Assessment

- Achievement at KS3-5 within all Music courses is effectively monitored and is outstanding, with areas of weakness identified and addressed

Behaviour and Attitudes

Pastoral

- Learning behaviour within the department is outstanding
- Student conduct within the department is uniformly outstanding

Personal Development

Wider Learning

- To support and further develop an ambitious wider learning programme of musical opportunities both within school and beyond, enabling pupils to be inspired by all the opportunities the school's music specialism can offer
- Lead and support the profile of music at the school by delivering a diverse range of concerts, performances, musical opportunities (including music within school assemblies, communions and celebration events)

Leadership

Staffing

- All staff are confident and consistent in the delivery of good and outstanding lessons at KS3 and KS4 (KS5 as appropriate)
- Post-holders within the department are well supported to carry out their roles

Resources

- There is a clear vision for the enjoyment and application of Music and resources of time & money are deployed effectively to achieve this.



Specific responsibilities and tasks

Outcomes

Quality of Education

Curriculum

Key Stage 3, 4 and 5 curriculum and assessment frameworks are clear and support outstanding progression

- Ensure the curriculum framework (skills & content) for the department at all key stages are accessible on Copia (Virtual learning environment) and that the subject intent is clear to all deliverers.
- Evaluate the implementation of the curriculum ensuring maximum engagement and enjoyment as well as progress
- Along with the Head of Music Technology develop and deliver the Yr 9 music offer encouraging as many students as possible to select music as part of their year 9 curriculum
- Refine / develop resources as required to meet the needs of learners
- Liaise with the Trust Director of music/Trust lead to identify appropriate programmes of study at KS4 for delivery at the school in line with school identity
- Provide training and support for dept members in lesson and curriculum planning (especially in relation to changes in the curriculum)
- Ensure all unit overviews are clear and use the consistent Copia (VLE) formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are appropriately differentiated schemes of work using the Trust models
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure that the lesson power-points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

Assessment

Achievement at all Key Stages in Music courses is effectively monitored and areas of weakness are identified and addressed

- Ensure Dept makes appropriate use of Go4Schools (school assessment system) for tracking of attainment
- Implement the internal system of progress reporting
- Manage the system for identification of students who are a cause for concern
- Manage the system for identification of more general progress concerns
- Evaluate the prior attainment of students on entry in music and adapt teaching to take into account individual aptitude or prior knowledge

Achievement is outstanding at Key stage 3, 4 and 5:

- Identify areas of underperformance and ensure improvement plans drawn up and delivered as required
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead and manage interventions as required (at individual or group level)
- Ensure self-assessment and review is fully integrated into schemes of work

Behaviour and Attitudes

Pastoral

Learning behaviour within the department is outstanding

- Ensure effective implementation of the whole school behaviour management processes to maintain high level of engagement in music lessons
- Ensure consistent monitoring of learning via formal measures (e.g. work scrutiny / book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on lesson preparation tasks and homework is consistently and effectively used
- Students make highly effective use of self-assessment and manage their own learning to the highest standard

Student conduct within the department is uniformly outstanding

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Monitor students' learning conduct and behaviour as a measure of their engagement with Music
- Address issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training

Personal Development

Wider Learning

Support and further develop an ambitious wider learning programme of musical opportunities both within school and beyond, enabling pupils to be inspired by all the opportunities the school's music specialism can offer

- Work with the Trust Director of Music to ensure the Dept offers a wide range of ensembles and agree the deployment of the music team to deliver these.
- Take the lead for a number of choirs / ensembles personally in order to set expectations of performance standards, attendance and engagement.
- Use Yr 7 & 8 music curriculum to engage as many students as possible to participate in wider learning activities
- Ensure all students studying Music in Year 9 – 11 take a full part in ensembles, choirs, concerts and competitions
- Liaise with the Trust Director of Music, Head of Music Specialism, Head of Drama and Senior Leadership Team over major school events (Concert programmes, Carol Service, School Musical, House Music competitions & external performances and national competitions)
- Be part of the production team to deliver an outstanding annual school musical production
- Sustain and develop worship bands to support assemblies and communions
- Ensure students access opportunities to participate in Musical opportunities within London/ organise trips to enrich the musical lives of students making full use of Activities Week where appropriate.

Music makes a full contribution to whole school SMSC

- Ensure whole school singing in assemblies and communions is engaging and uplifting & follows established routines (warm-up, posture, and leading hymns in assemblies)
- Co-ordinate worship bands and music repertoire for school communions and acts of worship
- Ensure students performers are high profile in assemblies and events.
- Ensure the performance of students is celebrated
- Ensure performance music by individuals and groups models the 10 :10 ethic in practice.

Leadership

Staffing

All staff are confident and consistent in the delivery of good and outstanding lessons

- Ensure curriculum and teaching and learning guidance for the department is in place and well understood by staff teams
- Ensure good practice guidance / exemplars in relation to music teaching and learning are shared
- Take an active part in the whole school coaching programme to develop a culture of sharing best practice in teaching and learning
- Undertake department lesson looks, paired observations and coaching observations
- Contribute to the Trust music self-evaluation on quality of teaching and learning
- Audit the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Post-holders within the department are well supported to carry out their roles

- Manage responsibility for performance management of some members of dept / mentoring of ECT/ITTs
- Undertake regular coaching and mentoring of post holders
- Ensure all music teachers are confident and consistent in their use of department-wide systems
- Responsibility for all Health and Safety procedures

Leadership of the Music Scholar programme

- Liaise with the Director of Music Specialism over the programme (including recruitment, delivery of Music Aptitude tests as required, transition meetings, Scholars' expectations meetings)
- Lead a programme of stretch workshops and regular recital opportunities
- Ensure all music scholars (Y7-11) take a full part in ensembles, choirs, concerts and competitions
- Liaise with 6th form team re recruitment for music places in 6th form

Resources

There is a clear vision for the enjoyment and application of Music and resources of time & money are deployed effectively to achieve this

- Contribute to department development planning for KS3/4 (including post holders development plans)
- Liaise with the Trust Director of Music for deployment of budget to support academic progress at all Key Stages.
- Support and encourage students to progress to further and higher education or training in Music related course

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- Public Examination results - Headline target figures (KS3, FFT at KS4 and ALPS at KS5)
- Percentage of students on target in internal /external assessments
- Internal VA measures
- Numbers of students on wider learning programmes
- Numbers of students taking 1-1 tuition
- Uptake of Music in Year 9 electives and KS4/GCSE
- Progression of students to Music related courses in Training, FE or HE

Person specification

	Essential	Desirable
Knowledge and Skills	• University Graduate with a good degree in Music • Qualified Teacher Status • 3-5 years successful experience as a music teacher within a high achieving secondary school with experience of teaching KS4 and KS5 • Evidence of successful delivery and outcomes at GCSE and A-Level (3-Year trend) • Experience of developing exceptional Wider Learning • Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent curriculum and teaching/learning developments • Experience of conducting, directing and accompanying students in assemblies, concerts and performances • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in Music as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively & of the principles and practices of Assessment for Learning • Ability to lead whole year group singing lessons and singing in assemblies • A commitment to developing Literacy and ICT in Music • An ability to use music related ICT programmes and packages to promote learning • An understanding of the role of Music within the wider curriculum	• 3-5 years Successful experience as a subject lead/ HoD or post- holder within an existing Music department • Experience of the use of student results analysis outcomes to inform practice and target improvement • An ability to develop effective curriculum resources in Music to meet the needs of the full ability range • Experience of curriculum design • Evidence of further professional development • Ability to play the piano to accompany singing in assemblies and performances
Personal Qualities	• A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for Music • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and inter-personal skills • Good time management/able to multi task • Willing to contribute to the rich life of the school, including its - wider learning offer	• Strong grasp of contemporary educational issues • Clarity of vision/strategic thinker • Able to set challenging and achievable targets and ensure their delivery

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection

screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers.

For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>