

## LOWER SCHOOL MUSIC TEACHER JOB DESCRIPTION

<b>Job Title:</b>	Lower School Music Teacher (Pre School to Y5)
<b>Line Manager:</b>	Head of Lower School

### Purpose of Job

Lower School Class Teachers are responsible for ensuring that every child in their class makes the maximum possible progress, relevant to their potential, within the ethos and policies of the School.

### Duties and Responsibilities

#### TEACHING

##### 1. Set high expectations which inspire, motivate and challenge students:

- a. establish a safe and stimulating environment for students, rooted in mutual respect
- b. set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of students

##### 2. Promote good progress and outcomes by students:

- a. be accountable for students' attainment, progress and outcomes
- b. be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- c. guide students to reflect on the progress they have made and their emerging needs
- d. demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- e. encourage students to take a responsible and conscientious attitude to their own work and study

##### 3. Demonstrate good subject and curriculum knowledge

- a. have a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings
- b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship
- c. demonstrate an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- d. demonstrate a clear understanding of systematic synthetic phonics (appropriate for LS class teachers only)
- e. demonstrate a clear understanding of appropriate teaching strategies (appropriate for LS class teachers only)

##### 4. Plan and teach well-structured lessons

- a. impart knowledge and developing understanding through effective use of lesson time
- b. promote a love of learning and children's intellectual curiosity
- c. set homework and planning other out-of-class activities to consolidate and extend the knowledge & understanding students have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. 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 students:**

- a. know when and how to differentiate appropriately and using approaches which enable students to be taught effectively
- b. use a secure understanding of how a range of factors can inhibit students' ability to learn in planning and delivering lessons
- c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- d. have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; those with disabilities; and utilise strategies to provide distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment:**

- a. know and understand how to assess the relevant subject and curriculum areas, including UK statutory assessment requirements
- b. make use of formative and summative assessment to secure students' progress
- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. provide regular student feedback, both orally and through accurate marking, and encouraging students to respond to the feedback

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

- a. set 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 our positive behaviour policy
- b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- d. maintain good relationships with students, exercising appropriate authority, and acting decisively when necessary

**8. Fulfil wider professional responsibilities:**

- a. make a positive contribution to the wider life and ethos of the School including contributing to Leadership in Action activities (e.g. by offering two extracurricular activities) and occasional boarding duties and weekend and residential opportunities
- b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through professional development and responding to advice & feedback from colleagues and taking part in School professional development reviews and appraisals
- e. communicate effectively with parents with regard to students' achievements and well-being

## **PERSONAL & PROFESSIONAL CONDUCT**

### **Maintaining high standards of ethics and behaviour, within & outside School by:**

- a. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b. Having regard for the need to safeguard students' well-being, in accordance with School policy and School safeguarding code of conduct
- c. Showing tolerance of and respect for the rights of others
- d. Supporting and encouraging fundamental values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- f. Having proper and professional regard for the ethos, policies and practices of the School and maintain high standards in their own attendance and punctuality

## **Required Qualifications, knowledge, skills and personal qualities**

- Recognised Teaching qualification e.g. UK PGCE, QTS or B.Ed or International equivalent
- Secure knowledge of UK Primary Curriculum across relevant subject(s)
- Minimum three years teaching experience
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Ability to manage behaviour effectively to ensure a good and safe learning
- Ability to make an enthusiastic contribution to the wider life and ethos of our School
- Respect for all members of the School community, irrespective of position, gender, age and ethnic background
- Ability to communicate effectively with staff members and parents
- Excellent ICT Skills and experience of using ICT to support teaching and learning
- A commitment to personal professional development and supporting the development of a professional learning community within the School
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children
- Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Education is an ever-changing service and all staff are expected to participate constructively in School activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the School.