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| **Job Title:** Music Teacher  | Mainscale/Upper Pay Spine  |
| Line managing:No line management responsibility  | Reporting to:* Head of Faculty Creative Arts/HOD Music
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| **Job Purpose:** to support the HOD in ensuring the Music Department is: * consistently high performing across all 4 school criteria (leadership & management, behaviour, safety & ethos, teaching & learning, outcomes & progress)
* compliant with all the school’s policies and systems
* ensures that the school’s vision and values is at the heart of all actions across the team
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| Specific responsibilities for all teachers

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| **Area** | **Relevant****Standards** | **Band 1** Early Years Teacher | **Band 2** Accomplished Teacher  | **Band 3**Expert Teacher **‘Significant and** **Sustained Contribution to school’** |
| **PROFESSIONAL****PRACTICE** |  | **M1 M2 M3** | **M4 M5 M6** | **U1 U2 U3** |
| 1.1(1);1.2(2,3,5)1.3 (1,3) 1.4(1,2,3) 1.5 all1.6 (1) 1.7 (1,2,3)1.8 (3) 2.1 (2,4) Preamble | Many – but not all – aspects of teaching over time are good | All aspects of teaching over time are good | Many aspects of teaching over time are outstanding |
| **PROFESSIONAL****OUTCOMES** | 1.1(2) 1.2(1,2,3)1.5(1) 1.6 (3,4)Preamble | With appropriate additional support, most pupils progress in line with school expectations | Most pupils progress in line with schoolexpectations without additional support | Significant numbers of pupils exceed school expectations |
| **PROFESSIONAL****RELATIONSHIPS** | 1.1(1) 1.6(4)1.7(4) 1.8(2,3,5)2.1 (1,3,4)Preamble  | Positive working relationships establishedwith pupils, colleagues and parents | These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges |
| **PROFESSIONAL****DEVELOPMENT** | 1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1) 1.8(4)2.1(2) 2.3Preamble | Develops professional practice in line withadvice from more experienced colleagues | Takes a proactive role in identifying areasfor professional development and accessing advice | Proactively leads the professionaldevelopment of others in a way which leads to improved outcomes for pupils |
| **PROFESSIONAL****CONDUCT** | 1.1(3) 1.7(1)1.8(1) 2.1(all)2.2 2.3Preamble | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards |

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| Specific Responsibilities - to ensure professional practice becomes high performing across all strands by |
| **Leadership and Management** | * taking their professional development very seriously.
* there is a climate of continual pedagogical development.
* being confident, vigilant and competent to challenge pupils views and encourage debate.
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| **Teaching and Learning** | * Planning is highly effective and rigorous and meets the needs of all learners.
* Teaching of the subject is perceptive with deep subject knowledge.
* Resources are imaginative, stimulate high level thinking and enable pupils to make connections in their learning. Forensic knowledge of pupils means that no pupil falls behind, and their needs are proactively planned for. Homework is effectively used, suitably challenging and embedded.
* Pupils think more deeply and rise to challenges in creative ways
* Literacy, numeracy and oracy are accurately and fluently demonstrated by pupils use of formal language and subject terminology verbally and in writing
* Questioning is highly effective which promote higher level thinking. Pupil’s misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning
* Marking and feedback is highly effective which promote higher level thinking. Pupil’s misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning
* Behaviour for learning is highly visible, sustained active engagement enables all pupils to have the confidence to ask complex questions. All learning time is effectively used, and pupils are fully engaged and self-managing. They listen with respect to the views of others, and contribute thoughtfully and appropriately.
* Because of the teaching, pupils are committed to learning and persevere even when learning does not come easily.
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| **Behaviour, Ethos and Safety** | * Pupils in lessons demonstrate excellent attitudes to learning
* The teacher is highly visible, proactive and clear. Boundaries are in place and respected
* Pupils are actively engaged in learning at all times
* Following and act on the appropriate protocols for registers, lateness and non-attenders.
* As a result of excellent understanding of systems and management pupils are safe and feel safe at all times. Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.
* Following and acting on the appropriate protocols for registers, lateness and non-attenders.
* As a result of excellent understanding systems (including safeguarding) and management pupils are safe and feel safe at all times.
* Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.
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| **Progress and Outcomes** | * Lessons are effectively planning using data to ensure the needs of every pupil are met
* Clear seating plans are in place which are reviewed regularly
* Challenging homework is set as appropriate for the age and stage of pupils
* As a result of the planning, current pupils make substantial and sustained progress and levels of outcome/progress is in line or above similar pupils nationally.
* All pupils are engaged in lessons, and the teacher ensures all pupils have equal opportunities to participate. There are skilful strategies in place to ensure all pupils are engaged all of the time
* Pupils’ work is regularly monitored and questioning, marking and feedback are used to identify changes in progress or gaps appearing for individuals or key groups. Teaching is restless and hence adaptations are made to the learning process when and where necessary.
* Marking and feedback is diagnostic and leads to improvements in learning.
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| **Other** | * carrying out other duties which the Headteacher may request
* Successful completion of NQT probation (if relevant)
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| *This job description will be reviewed annually 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.* |

**Person Specification**

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| Qualified Teacher Status in relevant subject | Essential |
| Good honours degree in related subject  | Essential |
| Further professional qualifications | Desirable |
| Experience in classical music performance | Desirable  |
| Evidence of recent professional development | Essential |
| Relevant, recent experience of teaching in an 11-16 or 11-18 school | Essential |
| Successful track record in implementing strategies raise achievement beyond the classroom | Desirable  |
| Proven record as a teacher whose students reach high standards  | Essential |
| Proven record as a good/outstanding teacher | Essential  |
| Proven record of leading effective professional development | Desirable  |
| Capacity and enthusiasm for hard work | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence and ability to use appropriate leadership style | Essential |
| Ability to work calmly under pressure and maintain a positive and optimistic attitude | Essential |
| Ability to manage and resolve underperformance  | Desirable |
| High organisational skills including the ability to prioritise and manage time effectively  | Desirable |
| Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems | Desirable |
| High level of communication, presentation and literacy skills | Essential |
| Ability to take firm decisions, and take responsibility for decisions | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential  |
| Ability to inspire, challenge, influence and motivate others | Desirable  |
| A passion for the values of community education | Desirable |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| A caring, considerate and respectful teacher  | Essential |
| An understanding of child protection and safeguarding  | Essential  |
| An understanding of e-safety, and strategies to encourage safe practice for pupils  | Essential  |
| An understanding of the strategies for ensuring inclusion, diversity and access | Desirable |
| Experience of effective school evaluation | Desirable  |
| An understanding of current national agenda developments | Desirable  |
| A knowledge and understanding of the current OFSTED framework | Desirable |
| A thorough understanding of the curriculum and exam specifications at all key stages in Music  | Desirable  |