



**Ivybridge Community College**



**Head of Music**

**Candidate Information**

**Opportunity • Endeavour • Excellence • Achievement at Ivybridge**



Dear Candidate

### **Head of Music**

Further to your enquiry, I am delighted that you have requested further information regarding the vacancy in our Music Department.

This is a fantastic opportunity to work in a flourishing Department at the College which has had an Outstanding Status for nearly twenty years.

As a College, we are committed to providing an excellent education for ages 11-18. Inherent in everything we do is a culture of high expectation and aspirations. Students are encouraged to develop a love of learning, to think for themselves and to maximise their full potential.

The successful candidate will gain a wealth of experience from working across the College, whilst receiving support and guidance from the Leadership Team.

I look forward to receiving your completed application form.

Yours sincerely

Rachel Hutchinson  
**Principal**





## The Performing Arts Department

The successful candidate will join a lively, committed and hard-working Performing Arts Department, comprising Dance, Drama, Gymnastics, and Music. We are very successful classroom practitioners who work well as a team, while offering individual, creative and varied teaching styles. All colleagues take on responsibilities within the Department, supporting curriculum development such as reviewing and updating Schemes of Work, supporting Initial Teacher Training or providing targeted support for students. There are ample opportunities for getting involved in extra-curricular activities; we would welcome a teacher who has the drive and enthusiasm to lead the Department.

Every member of staff is committed to helping students to achieve the very best that they can and this is reflected in our results.

Whilst we are proud of our successes, we are always looking forward and very much enjoy new challenges that bring new opportunities. In short, this is an excellent place to teach and further your career.

The Performing Arts Department comprises twelve members of staff. This includes a

full-time Technical Resource Manager who is on hand to support staff with lesson resourcing and technical requirements.

## Music

### Music Making for All

At Ivybridge, we have a belief that Music is for everyone, regardless of background or prior musical experiences. Every day, we strive to make Music relevant to students and facilitate genuine musical experiences through practical, hands-on Music making.

Ivybridge champions the Musical Futures ethos with its pioneering use of 21st Century teaching approaches that form the core of our curriculum. We believe that Music is best experienced and therefore all of our lessons focus on students making music and through this, developing their application of Music theory. In any lesson, students might play a number of different instruments, challenge themselves by trying different roles in a performance, teach their friends, conduct the whole group, record a performance using real world technology or give their peers guidance.

### Subject Benefit

The benefits of Music within education are huge. Being a musician shows universities



and employers that you can work in groups, solve problems, listen and be creative. There is extensive research outlining links between learning a musical instrument and attainment across the whole school. Most importantly, Music making is fun - it offers the chance to make friends and be part of groups of musicians, and gives students the opportunity to be creative.

### **Subject Aims**

- To make music a relevant and engaging subject for every student, regardless of prior musical experience.
- To provide a wide range of musical experiences for all students
- To offer a wide range of extra curricular musical opportunities, including different genres and ability points.
- To recognise students' musical interests and respect, and respond to these in the classroom.
- To embrace technology, and new music, and make these an inherent part of the musical experience.

### **What the Music Department Offers**

Producing the next generation of

Musicians...

The Music Department of Ivybridge Community College is inclusive, and strives to provide varied, challenging and relevant musical experiences for all students, both inside and outside of the classroom

### **Key Stage 3**

Lesson content at Key Stage 3 includes everything from Hungarian Folk Music to Rock, from beatboxing to Prokofiev and students learn individually, in pairs and in bands.

### **Teaching Groups**

Students are taught in mixed ability groups for two hours over a fortnight.

### **The Aims of Key Stage 3**

- To inspire students to explore music through active and collaborative music-making.
- To develop performance skills across a range of instruments, including vocal skills.
- To use Music Technology creatively.

### **Course Content**

Our Music Department is practical and





enthusiastic – we aim to make Music learning as practical an activity as possible, done ‘with’ and ‘by’ our students, not ‘to’ and ‘for’ them.

Our Schemes of Work are constantly evolving in line with our student’s musical interests. We have a belief that music is a collaborative activity and our students get to work in everything from pairs, up to whole group performances. All students will get to try a wide variety of instruments and musical experiences in our lessons – performing in a range of contexts, composing different styles, improvising as part of an ensemble, listening to a range of music and understanding it.

Students work practically, and present their work through audio and video recordings as we believe that Music should be performed and experienced, not written about.

### **Key Stage 4**

At Key Stage 4 we run the AQA GCSE Music Course. This GCSE is ideal for students who enjoy listening to music, performing music and creating their own music. Students do not need to be having instrumental lessons to take GCSE Music but they do need to be dedicated to improving their performance skills on their chosen instrument/voice.

### **Teaching Groups**

Students are taught in mixed-ability groups.

### **The Aims of Key Stage 4**

- To promote student’s musicianship through active listening and collaborative music-making.
- To develop performance skills on their chosen instrument (s) or voice, both as a soloist and as part of their own ensembles.

- To develop creativity through practical music-making and composing.
- To explore the vast range of musical software available to create and record their own music.
- To inspire students to explore a wide variety of musical genres.

### Course Content

This is a practical course where students will explore and develop an understanding of Music through rehearsing, performing, creating, composing, listening and recording. Students will develop their performance skills on their choice of instruments and will work collaboratively with others on a number of different projects, including creating, performing and recording their own EP. They will develop their own compositional style through listening and studying the Music that they like to listen to, as well as being encouraged to explore a wider variety of musical styles. They will also become familiar with a range of different notational and recording musical



software allowing them to take full ownership of the creation, performance, recording and editing of their own music.

### Key Stage 5

At Key Stage 5 we offer AS and A Level Music and also BTEC Music courses, allowing students to focus on the music they are inspired by. They learn performance, compositional and technical skills that will best prepare them for the next stage of their development as a musician.

#### AS Level Course

We are following the AQA specification for

AS Level Music.

### Course Content and Assessment

#### 40% Component 1: Appraising Music

Students will develop their critical listening and analytical skills by studying and listening to a wide range of music. They will focus on two areas of study, one of which will be the Western Classical Tradition, studying in detail chosen set works and developing a contextual understanding of this music.

#### 30% Component 2: Performing Music

Students will continue to develop their performance skills on their chosen instrument or voice before selecting and performing a six minute recital programme of their choice.

#### 30% Component 3: Composing Music

Students will study a range of different composers and their compositional techniques before composing, recording and notating two compositions in a musical style of their choice. One composition will be completely free choice and the other will be based on a brief set by the Exam Board.

### A2 Level Course

We are following the AQA specification for A2 Level Music.

### Course Content and Assessment

#### 40% Component 1: Appraising Music

Students will develop their critical listening and analytical skills by studying and listening.

#### 35% Component 2: Performing Music

Students will rehearse and prepare for a fifteen minute recital of their choice to a visiting examiner and will develop a critical understanding of the interpretive choices of the performer.

#### 25% Component 3: Composing Music

Students will continue to develop their performance skills on their chosen instrument or voice and put together a 6-minute recital programme of their choice.

### BTEC Music Course Aims

BTEC Music is a practical course that focuses on hands on music making, and has direct links with the music industry. It gives learners the knowledge, understanding and skills that



they need to prepare for employment in the music industry, as well as valuable skills for other career paths. The focus is on modern popular music but students are required to work in a wide range of familiar and unfamiliar styles within this general area. The course features units on including music performance techniques, working and developing as a musical ensemble, music performance session styles and in their second year, students work towards a large-scale public concert where they are responsible for all aspects of the performance, its organisation and promotion.

### **BTEC Course Content**

The course combines six units. 'Music Performance Techniques' is a compulsory unit where students will work towards a live gig scenario and the final assessment will be the performance itself. We then choose one of two specialist units where students can either focus on solo or ensemble skills. Where we can choose units, we will negotiate these with students on the course and choose the best units for the group. Although some activities will require students to work as

individuals, most learning takes place in group and workshop situations. Students will often be taught specific practical techniques and theory during lessons and expected to work on these independently through personal practice and group rehearsals outside class and then reflect on this in a rehearsal log. Occasionally, presentations are given by visiting music industry professionals. All of the coursework assignments are also designed to help improve general skills such as communication, working with others and self-management.

### **Department Facilities**

There are two main live performances rooms, each set up with an acoustic drum kit, PA and a variety of guitar and bass amps, many guitars, basses, electric drum kits and keyboards. We utilise JamHubs to facilitate band rehearsing and have five JamHub setups that are used in our 'JamHub Suite'. We have a variety of practice rooms to allow instant rehearsal for budding rock bands, and five dedicated rooms for instrumental tuition.

We have extensive ICT facilities, which are again used as an integral part of learning. We use Propellerhead's Reason across all Key Stages and have various recording options, including portable digital desks capable of studio-quality recording, a fully-equipped studio with 24-channel digital desk and a range of studio microphones.



# JOB DESCRIPTION

**Post:** Head of Music

**Accountable to:** Head of Performing Arts

**Salary:** MPS/UPS + TLR 2 (b) £4485



## Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties / specific tasks may be varied from time to time, which do not change the general character of the job or the level of responsibility entailed. This will allow flexibility for the College to respond to changing priorities and also support and enhance individual professional development.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

## Purpose

The aim of your additional responsibility beyond that of a classroom teacher is to assist your Head of Department in ensuring the continued delivery of the highest possible quality of teaching and learning in your subject. In particular you will, under the direction of the Head of Performing Arts:

## Responsibilities

- Deputise for the Head of Performing Arts, if appropriate, in their absence
- Assist in the assessment of the performance and professional development needs of members of your team, providing them within the context of the College's Appraisal Policy
- Assist in making and implementing appropriate plans based on an annual evaluation of teaching and learning in your curriculum/student performance/ cross curricular area
- Assist in the effective management of the budget, resources, equipment and rooms of your curriculum/student/cross curricular area

## Line Management

You are responsible to the Head of Performing Arts.

## Key Tasks

- Assist in providing professional leadership ensuring that the College meets its statutory and non-statutory duties for all aspects of Music and promote the subject to all our stakeholders
- To lead and enhance Teaching and Learning under the direction of the Head of Performing Arts





### Specific Tasks

- To be responsible for leading and developing a Key Stage
- Gifted and Talented student provision for all Year Groups
- Continued review and development of the curriculum, resources, fieldwork, Schemes of Work, teaching and learning styles, assessment recording and reporting in line with the secondary strategy
- Appraisal – involvement in the College appraisal framework in Music
- Discipline, Health and Safety, supporting Head of Performing Arts, teaching and support staff in the application of Department and College policies
- Supporting the Head of Department in the following areas:
  - ◊ Examination preparation, coursework, controlled assessment
  - ◊ Resources and equipment
  - ◊ Teaching rooms and displays
  - ◊ Departmental meetings, minutes
  - ◊ Departmental CPD
  - ◊ ICT
- Leading the Department in the absence of the Head of Performing Arts

This is not an exhaustive list and the Assistant Team Leader will be expected to respond to changing priorities.



# JOB DESCRIPTION

Post: Teacher of Music

Salary: MPS

## Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties/ specific tasks may be varied from time to time, which do not change the general character of the job or the level of responsibility entailed. This will allow flexibility for the College to respond to changing priorities and also support and enhance individual professional development.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

## Purpose

To carry out the duties of a teacher as set out in the most recent School Teachers' Pay and Conditions Document. Your aim is to be an effective teacher and tutor who challenges and supports all your students to do their best and achieve their potential by:

- Inspiring trust and confidence in your students and colleagues.
- Building team commitment amongst your students and colleagues.
- Engaging and motivating students.
- Analytical thinking
- Taking positive action to improve the quality of your students' learning.

## Key Task

- The delivery of teaching to promote learning and achievement across Key Stages.

## Responsibilities

- Maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum developments, which are relevant to your work.
- Plan tutorials, lessons and sequences of lessons to meet students' individual learning needs
- Use a range of appropriate strategies and follow College policies for tutoring, teaching, behaviour management
- Assess, monitor and record the progress of students in your teaching and tutorial groups; give them constructive feedback, targets and advice; and report their progress to, and discuss their progress with, their parents/guardians
- Do all you can to ensure that, as a result of your tutoring and teaching, your students achieve well relative to their prior attainment, making progress as good as or better than similar students nationally
- Within the framework of the College's Performance Management and CPD policies, take responsibility for your own professional development and use the outcomes to improve your tutoring and teaching and your students' learning.
- Make an active contribution to the, aspirations and plans of your Year, your curriculum / and your student performance team.

## Line Management

You are responsible to the Head of Music



This is not an exhaustive list and the Team Leader will be expected to respond to changing priorities.

### **Professional Aspiration**

All teachers through professional growth and sustained and substantial performance and contribution to the College can aspire to a salary level of UPS3.

All teachers who have met threshold standards and who are paid on the upper pay spine play a critical role in the life of the College. They provide a role model for teaching and learning, making a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use outcomes effectively to improve students' learning. These teachers should make a sustained and substantial contribution once progression has happened. The teacher must show that she/he has 'grown professionally post threshold' by developing their teaching expertise.

### **Applications**

The completed form and letter of application should be returned to the Principal's PA at the College by **9am on Friday, 18 May 2018**. If you wish to send your application by email please use: [mvincent@ivybridge.devon.sch.uk](mailto:mvincent@ivybridge.devon.sch.uk)

You are welcome to include a separate CV if you wish. In any case, please indicate clearly the main details of your post-16 and Higher Education qualifications.



Ivybridge Community College  
Harford Road  
Ivybridge  
Devon  
PL21 0JA

Tel 01752 691000  
[www.ivybridge.devon.sch.uk](http://www.ivybridge.devon.sch.uk)