



The Queen Katherine School



Information for Candidates

Head of Music/Assistant Head
of Performing Arts

January 2018



MULTI
ACADEMY
TRUST





The Queen Katherine School

The Queen Katherine School is a mixed 11-18 comprehensive school, with 1216 students on roll. We are genuinely inclusive, catering for students of all abilities and aptitudes from our mixed socio-economic area. The school converted to academy status in 2011 and became a Multi Academy Trust in 2013. There are 178 members of staff, 100 teaching and 78 support staff. KS4/5 students from Sandgate Special School are co-located on the school site with plans for a similar development at KS3 in 2018.

The school is a strong community, built on excellent relationships. Staff and students enjoy a high degree of trust and there is a genuine warmth and support in the school. Our students like to learn, enjoy school and work positively with their teachers. We benefit from supportive parents, governors and there is an active parents' association.

QKS staff enjoy working here and many stay with us for a long time. We have developed a strong programme of school focused CPD and use alternate Wednesday afternoons for development work through our Teaching and Learning Communities. As a result, exam results are rising rapidly with forecasts showing a significant increase from 2016 to 2017.

We have many effective departments with good and outstanding teaching and learning, but it is also possible to find teaching that needs more challenge, greater differentiation and an increase in pace.

Our A level results generally place us in the top 5% of schools for value added outcomes in the UK and have been in the top 10% for the past ten years. These results are reflected in the destinations of sixth formers – this summer 80% of our students went into degree courses – 61% to the top 30 institutions with five to Oxford or Cambridge. Our sixth form numbers allow us to maintain both breadth and choice.

The school results improved significantly in 2016 and will continue to do so as the curriculum fully meets the requirements of Progress 8. We pride ourselves on a broad and balanced curriculum. Students start to personalise their choices from Year 8.

The pastoral system is based on a year structure, each team led by a non-teaching Head of Year. These teams are led by support staff. We believe Heads of Year and form tutors are key players in monitoring and raising achievement, contacting home and offering support when necessary and praise when earned. We benefit from the additional support of specialised staff. These include a family support worker, an Education Welfare Officer, two student support mentors for KS3 and KS4, two counsellors and numerous external agency staff.

Provision for out of school enrichment activities is tremendous at QKS and many students enrol for the activities on offer as much as for our academic success. Music, drama and art thrive. Our annual school musical is performed at the local Brewery Arts theatre and often involves 150+ students. In addition, there are many smaller scale productions performed in the drama studios. There are frequent concerts involving choir, wind band, orchestra and contemporary bands – all musical tastes are catered for. Our PE department is involved in sport at local, county and national level.



The Music Department

The Music Department functions as part of the Performing Arts Faculty and currently consists of two teachers one of who is Head of Music/Assistant Head of Performing Arts.

They deliver KS3, KS4 and KS5 Music with all teachers in the department considered to be members of a team contributing different individual strengths and interests. In addition, they produce on a termly basis music concerts, numerous Performing Arts evenings and a major school musical.

Students are taught for one sixty-minute period a week of Music in Years 7 & 8. At the end of year 8, students then decide whether to continue with Music into year 9 as part of a new options process. As it stands, there are two year 9 classes for 2016/17, and each class receives three sixty-minute periods of Music over our 2-week timetable. Our KS3 curriculum focuses on developing skills through practical Music making.

At KS4, Music is taught as a GCSE optional subject for five hours a fortnight. We currently have two year 11 classes and one year 10 class. The AQA Music GCSE course is followed. The GCSE results are consistently amongst the best in the school. Sixth Form groups study Edexcel Music A Level. We currently have one year 13 class and one year 12. We are very proud of our students success and currently have ex-students studying at a range of top flight music institutions

The department is dynamic, forward thinking and highly driven to delivering quality first teaching. We frequently trial new and innovative methods to support assessment at KS3. The department is extremely well resourced and organised. We have two music rooms, three per teaching rooms, five practice rooms and one recording studio. We also have a Performing Arts Technician who provides support both in lessons and for our extra curricular programme.

Away from the classroom we have a vast extra-curricular programme.

In addition, we have an annual Performing Arts Festival in which 200+ students participate and an annual showcase 'Arts Evening' at the Brewery Arts Centre, Kendal.

As mentioned, Music is part of the Performing Arts Faculty, which also consists of Dance and Drama. All teachers within Performing Arts work collaboratively over the year and meet regularly as part of faculty meetings. Our collaborative work culminates with our end of year musical production at the Brewery Arts Centre, which features up to 200 students in the cast with a 100% student band/orchestra.

Person Specification

Head of Music/ Assistant Head of Performing Arts

	Essential	Desirable	How Assessed
Teaching Qualification	√		Application Form; Interview
Good Honours Degree		√	Application Form; Interview
Class of Degree 2:2 or higher		√	Application Form; Interview
Class of Degree 2:1 or higher		√	Application Form; Interview
High expectations of self	√		Application Form; Interview; References
Belief in students' ability to succeed	√		Application Form; Interview; References
Ability to act on advice and be open to coaching	√		Interview; References
Dedication and commitment	√		Application form; Interview; References
Openness to innovation and improving own practice	√		Application form; Interview; References
Ability to collaborate and work co-operatively	√		Interview; References
Ability to effectively use ICT to support students	√		Application Form; at interview
Commitment to extra-curricular activities	√		Interview; References
Understanding of diverse teaching and learning styles	√		Application form; Interview
Ability to teach engaging, motivating lessons	√		Interview; References
Understanding of assessment for learning	√		Application form; Interview; References
Ability to set high levels of challenge for students	√		Application form; Interview; References
Ability to teach to Advanced Level	√		Application form; Interview; References
Ability to relate well with students, staff and parents	√		Interview; References
Understanding of behaviour management techniques	√		Application form; Interview; References
Understanding of safeguarding issues and promoting the welfare of children and young people	√		Interview
Suitability to work with children	√		Application form; Interview; References

Job Description

Head of Music/Assistant Head of Performing Arts/Peri Responsibility

Context

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at:

<https://www.gov.uk/government/publications/teachers-standards>

MPR teachers are expected to contribute towards the creation of departmental schemes of work and assessment methodologies from the end of their NQT year (with some experience of doing this within the NQT year)

UPS teachers “play a critical role in the life of the School. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team” (STPCD)

UPS 1 and 2 teachers must be approaching the above description and must “grow professionally by developing their teaching expertise post-threshold” (STPCD)

UPS teachers are expected to fulfil the above description within their department.

In particular, UPS teachers are expected to lead the development of schemes of work and methods of assessment.

Purpose

To deliver the highest quality of Teaching & Learning through being an effective teacher who challenges and supports all students to achieve their best by:

- Inspiring trust and confidence in students and colleagues
- Building team commitment amongst students and colleagues
- Engaging and motivating students
- Analytic thinking
- Taking positive action to improve the quality of students’ learning
- Demonstrates pride in belonging to The Queen Katherine School

Head of Music/Assistant Head of Performing Arts

Job Description

Main Duties

1. To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and to take account of wider educational developments relevant to your work
2. To plan lessons and sequences of lessons to meet the individual, personal and academic developmental needs of students and so build their capacity as independent learners
3. To undertake an appropriate teaching timetable, within the Department and to provide cover for absent colleagues
4. To use and analyse information based upon prior attainment data and benchmark examination performance data to establish and set expectations, targets and action plans for students in your teaching
5. To assess, monitor and record progress of students in your teaching groups; giving them constructive feedback and advice
6. To enable students to achieve relative to their prior attainment and to make progress as good or better than similar students nationally
7. To communicate and discuss students' progress with parents and, where appropriate, to communicate and cooperate with persons or bodies outside the School
8. To take responsibility for your own Professional Development within the context of the School's Continuing Professional Development policy, and use the outcomes to improve your teaching and your students' learning
9. To ensure the effective and efficient deployment of classroom support
10. To maintain high standards of display and care of furniture and fittings in teaching rooms, offices, prep rooms and changing rooms where applicable
11. To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
12. To use a range of appropriate strategies and follow School policies for teaching, behaviour management and classroom management

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Job Description

Departmental and School Wide Duties

1. To cooperate with colleagues to ensure a sharing and effective use of resources to benefit the School, department and students and inform the process of ordering and allocation of equipment and materials by assisting the team leader(s) in resource management.
2. To take an active part in discussion and decision-making processes in the department
3. Take responsibility for such departmental administration and other tasks as are negotiated through the established departmental procedure
4. Contribute to the development of Schemes of Work, teaching resources and assessment programmes
5. To take part in marketing and liaison activities, such as Open Evenings, Parents' Evenings, review days and liaison events with partner Schools, and to contribute to the development of effective subject links with external agencies
6. To follow agreed policies for communications in the School
7. To engage actively in the School's appraisal process
8. To make an active contribution to the development of the School's policies, including team development plans and the overall School Improvement Plan
9. To contribute to the process of School Self-Evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria
10. Promote good relationships with students and parents
11. Promote, co-ordinate, deliver and plan extra-curricular activities where applicable
12. Responsible for a team of instrumental and vocal peripatetic teachers

School Ethos and Values

1. To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others
2. To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School
3. Promote the health, welfare and emotional well-being of all students
4. Promote equality of opportunity for all students and staff

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Other Duties

1. To support the achievement of the School's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
2. To follow the School's ICT policy for safe use of ICT
3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's safeguarding policies
4. To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
5. To work in compliance with the Codes of Conduct, Regulations and policies of the School and its commitment to equal opportunities
6. To comply with the School's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual
7. To undertake any other duties not detailed above as specified in the School Teachers' Pay and Conditions document.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

How to apply



Your application should include:

Please complete the QKS application form. A supplementary letter of application not exceeding two sides of A4 should accompany your completed application form. Your letter should briefly explain how your educational philosophy and experience influence your own teaching.

Candidates will be shortlisted and appointed solely on the extent to which they meet the requirements set out in the person specification.

If you would like to speak to a senior member of staff about the role, please contact:
Tracy Houlden, HR Manager, on 01539 743900. Tracy.houlden@queenkatherine.org

Please note that only the candidates invited for interview will be contacted. If you do not hear from us and would like feedback, please contact the HR Manager on the above number.

Please apply via our website: www.queenkatherine.org

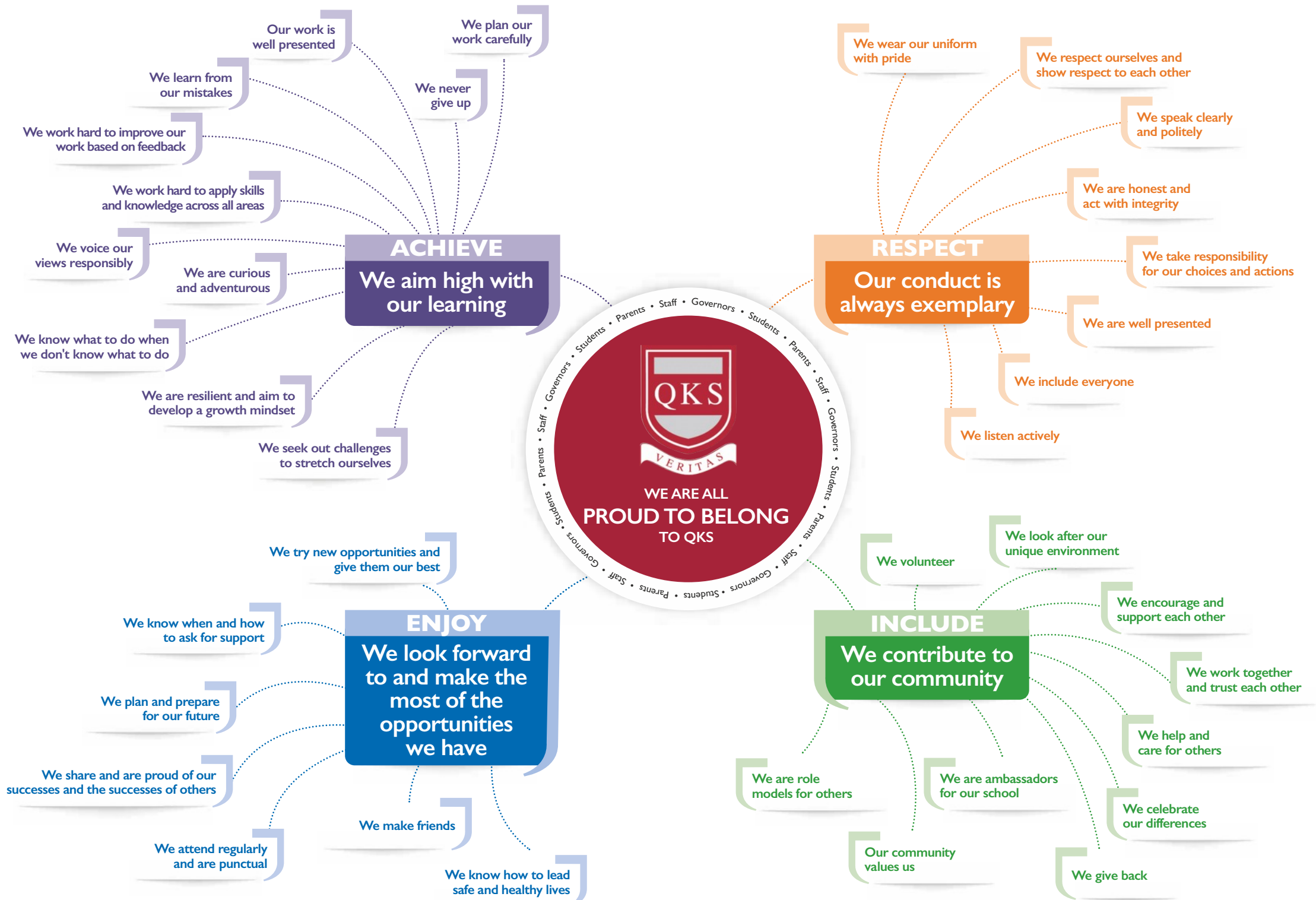
Closing date: noon 29 September 2017
Interviews : w/b 9 October 2017
Start date : 4 January 2018

For further information, please contact:

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