

Job Application Pack Head of Music

MPS/UPS* (£26,214 - £42,354) plus TLR2b (£4,897)

Required for September 2021

Permanent Teaching Contract, Full time

Closing Date: 9.00am, Friday 29 January 2021

Interview Date: Soon after the closing date

(*DCA rates are approximately £1,000 higher than national MPS)



Letter from the Principal

Dear Colleague,

Thank you for your interest in working at Djanogly City Academy.

I am immensely proud to be the Principal here and I want everyone who comes to Djanogly to be an equally proud partner in one of the most successful schools in the country. Our work is about making a real difference to children's lives so that they can in turn make a demonstrable difference to their communities, our city and our world.

We serve a diverse community in inner-city Nottingham, with high levels of disadvantage and deprivation to deal with, but it's our duty to give the young people of Nottingham City the best possible life chances and opportunities to be successful. Our students are fantastic young people and the job satisfaction that we all have from working with them and being part of our Djanogly community is enormous.

We refer to children at Djanogly as scholars and that is because at the heart of what we do, every child matters to us and we believe that every child will succeed with us and will 'graduate'. Our motto is, 'Achievement: No excuses'. Our expectations for academic standards and for behaviour are therefore unapologetically high.

Whilst our success is necessarily measured through our scholars' examination results, it is also, and very importantly to us, measured through their character development, their greater commitment and the resilience they demonstrate in all that they do. It is then our responsibility to demonstrate and model these values in all that we do in our work with them. Djanogly City Academy is on a very fast-paced journey to becoming a beacon of excellence, and as we move towards this, we must consider the work of all, staff and scholars, to be unfinished until it is the very best that we can make it.

I look forward to reading your application.

With thanks and best wishes,

Andy Smith
Principal



Application Details

Thank you for your interest in the Head of Music vacancy at Djanogly City Academy. We are looking for a passionate and driven individual to make a contribution to the current team at DCA.

The Academy boasts the use of innovative lessons and is keen to deliver high quality learning experiences for all students.

Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to our Principal, Mr. Smith, which clearly demonstrates your suitability for this role. Applications can be downloaded from our website and submitted via email to DCAJobs@djanogly.notts.sch.uk with Head of Music in the subject line, or by post, for the attention of Mr. Smith, to the following address:

HR Department/Jobs
Djanogly City Academy
Gregory Boulevard
Nottingham
NG7 6ND

Application forms: These can be downloaded from the school website at www.djanogly.notts.sch.uk. Wherever possible, please provide email addresses for your referees.

Closing Date: Please ensure your application arrives by 9am on the closing date of Friday 29 January 2021.

Interview: Interviews for the role will be held online via Microsoft Teams shortly after the closing date of Friday 29 January 2021.

Safeguarding: Djanogly City Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.



**Djanogly Learning Trust
Job Description – Subject Leader**

Job title	Subject Leader
Hours and weeks	37 hours per week : Full time
Reporting to	Faculty Leader

Teaching and Learning Responsibility Payments (TLR)

A TLR payment is made in addition to a substantive role as laid out in the individual agreed job description. It is payable for undertaking a significant responsibility which:

- Is focussed on teaching and learning
- Is not required of all classroom professionals
- Requires you to exercise professional skills and judgment
- Requires you to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum
- Has an impact on the educational progress of all scholars
- Involves leading, developing and enhancing the teaching practice of other staff

Main purpose

The Key Stage Manager / Subject leader will take lead responsibility for providing leadership and management for the agreed key stage / subject to secure:

- High quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Duties and responsibilities

Strategic direction

To

- Develop and implement policies and practices for the agreed key stage / subject which reflect our school's commitment to high achievement and effective teaching and learning
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it



- Establish a clear, shared understanding of the importance and role of the key stage / subject in contributing to scholars' spiritual, moral, cultural, mental and physical development, and in preparing scholars for the opportunities, responsibilities and experiences of adult life
- Use data effectively to identify scholars who are underachieving in the subject and create and implement effective plans to support those scholars where necessary
- Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the key stage / subject
- Monitor the progress made in achieving key stage / subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement

Teaching and learning

To

- Set and model high expectations for staff and scholars, demonstrating a commitment to raise standards, increase achievement and broaden aspirations
- Ensure scholars have access to high quality teaching and learning by implementing a rigorous QA process in line with department and whole school improvement priorities in order to identify good practice and areas for improvement and inform appropriate CPD
- Identify poor teaching quickly and ensure subsequent action to remedy this is swift and impactful
- Ensure curriculum coverage, continuity and progression in the key stage / subject for all scholars, including more able scholars, scholars with special educational needs and scholars with English as an additional language
- Make sure that teachers are clear about the teaching objectives in lessons, understand how they fit into the sequence of teaching and learning in the subject, and communicate such information to scholars
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the key stage / subject and of different scholars
- Ensure effective development of scholars' literacy, numeracy and IT skills through the subject
- In line with faculty and whole school policy, ensure the effective implementation of policies and practices for assessing, recording and reporting on scholar achievement; establishing effective methods for using this information to recognise achievement, set targets, and secure good progress
- Ensure effective development of scholars' individual and collaborative study skills
- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop scholars' wider understanding

Leading and managing staff

To

- Lead by example; communicate a clear vision and use your passion, commitment and resilience to engage others
- Establish clear expectations and build constructive working relationships among staff involved with the key stage / subject, including through team work and mutual support; devolving responsibilities and delegating tasks as appropriate
- Sustain your own motivation and, where possible, that of other staff involved in the key stage / subject
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- Audit training needs of key stage / subject staff
- Lead professional development of key stage / subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, subject associations
- Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed
- Enable teachers to achieve expertise in their subject teaching
- Help staff to achieve constructive working relationships with scholars and parents
- Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to scholars' needs
- Make sure that the principal, senior leaders and local governing body are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans

Efficient and effective deployment of staff and resources

To

- Establish staff and resource needs for the key stage / subject and advise the principal and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the academy and subject plans and to achieve value for money
- Deploy, or advise the principal on the deployment of staff involved in the key stage / subject to make sure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the academy



- Use space to create an effective and stimulating environment for the teaching and learning of the subject

Accountability

The Key Stage Manager / Subject leader is accountable to the Faculty Leader.

It is the responsibility of the Key Stage Manager / Subject leader to support the SLT to rigorously monitor and evaluate the performance of the academy and provide honest, informative reports as appropriate.

Main Duties:

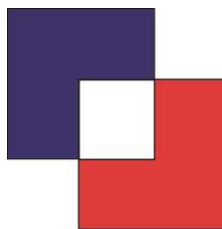
- a) In relation to the Faculty Leader
 - To report to the Faculty Leader as required
 - To meet regularly in order to monitor and evaluate the performance of the academy
 - To support the SLT in determining the strategic direction of the academy and the wider deployment of resources
- b) In relation to Local Governing Body:
 - To report to the Local Governing Body as required
- c) In relation to the pupils, their families and the wider community
 - To ensure that the needs of the pupils are at the heart of all decision making
 - To develop and maintain positive relationships which support learning
 - To promote a positive image of the Academy and the Trust as a whole
 - To provide regular communication and promote active engagement between home, academy and the wider community
 - To provide regular opportunities for dialogue between families and staff

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of duties
- All employees of the Trust are required to uphold the Equality Policy and the Trust's Behaviour Policy (incorporating the Code of Conduct)
- All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the leader will carry out. The post holder may be required to do other duties appropriate to the level of the role.

This job description will be reviewed every 2 years and may be amended in consultation with the post holder



Djanogly
City Academy

Djanogly Learning Trust
Person Specification – Subject Leader

REQUIREMENT	Essential	Desirable
Qualifications		
Degree Qualification	*	
Qualified Teacher Status	*	
Masters Degree		*
Experience		
Experience of leadership role across curriculum	*	
Experience of managing the performance of individuals		*
Experience of monitoring and evaluating impact of actions	*	
Experience of working with children aged 11-18 years within an educational context appropriate to the role	*	
Knowledge and understanding		
Knowledge and understanding of how pupils learn	*	
Comprehensive knowledge of the National Curriculum	*	
Knowledge and experience of working with pupils who may present challenging behaviour	*	
Knowledge and understanding of devising and implementing whole school policies		*
Knowledge and understanding of using data to identify strengths and areas for development	*	
Knowledge and understanding of government initiatives and policy direction for schools		*
Knowledge and understanding of employment legislation and practice		*
Skills and abilities		
Able to lead improvement and change in order to improve outcomes for all		*
Good personal organisation in planning and delivering change	*	
Able to plan and prioritise own workload and that of others	*	
Good oral and written communication skills	*	
Able to develop positive, trusting, supportive and appropriate relationships with pupils, parents and stakeholders	*	
Able to identify improvement priorities and lead appropriate development plans	*	
Able to inspire, motivate and develop all stakeholders to promote achievement	*	
Able to lead and work in a team and in collaborative partnerships	*	
Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives	*	
Ability to use ICT programmes for teaching and learning and for data management and record keeping		*
Qualities		
A positive and flexible approach, open to challenges	*	
Passionate about children's education	*	
Driven and determined	*	
Empathy for pupils from a wide variety of social, religious and cultural backgrounds	*	
Sensitivity, flexibility and a sense of humour	*	
Equal Opportunities		
Commitment to equal opportunities and diversity in the performance of duties	*	
CPD		
Evidence of commitment to own professional development	*	



Overview of the Academy

Ethos

The Djanogly City Academy has a very clear and distinctive ethos. Our culture is highly aspirational, centred on our passionate belief that every child can succeed. We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing high quality learning experiences that motivate students to be the very best they can be. High standards and academic rigour underpin our daily work.

We value commitment, independence and courtesy from all of our students. We demand the very highest standards and in return we nurture and respect student ideas and opinions. We have a clear message to guide all students in their daily lives; Work Hard, Be Kind.

Achievement

Student achievement is at the very heart of everything we do. We believe that academic and examination success provides the foundation that allows students to make the most of their lives and the opportunities available to them.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and we constantly strive to provide every child with the very best educational experiences.

Should a child require additional support, a range of services are available to ensure every student's success, whatever their individual educational needs.

Curriculum

At the Djanogly City Academy, Key Stage 3 students undertake a three-year programme that covers all the National Curriculum subjects. Students will be taught in ability groups in the majority of subjects, ensuring that every child is taught at a level that matches their ability.

During our two-year Key Stage 4 programme, most students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign Language and a Humanities subject, such as Geography or History.

A wide range of option subjects including visual and performing arts, ICT, technology and PE supplement the core curriculum.



About the Academy

The Nottingham City Technology College opened in 1989 and became the Djanogly City Academy in 2003. Primarily serving the residents of Hyson Green, the Academy is located on two sites. The Gregory Boulevard site is housed in a stunning, state-of-the-art building, designed by Norman Foster. The Sherwood Road site occupies a modern purpose built building with excellent facilities.

For more information about the academy visit:
www.djanogly.notts.sch.uk

Safeguarding and Child Protection

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.