

THE URSULINE ACADEMY ILFORD

A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood

MISSION STATEMENT:

We are a Catholic community of faith, love and service rooted in the spirit of St Angela. Through Christ and the Gospel and in our diverse community we strive to provide an environment for young women to flourish spiritually, academically and socially. Together we are the Ursuline Academy Ilford.

SUBJECT LEADER - MUSIC

May 2019



WELCOME FROM THE HEADTEACHER

The Ursuline Academy Ilford is a four form entry Catholic comprehensive school for girls aged 11-19, serving students of primarily Catholic faith, but also other faith backgrounds who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it.

The school gained Academy status in September 2011 and is currently embarking on a new and exciting phase in its development. Having been an independent school until 1999, the school had its fourth Ofsted Inspection in October 2016. The Report can be found both on the school and Ofsted website:
http://www.uai.org.uk/about/ofsted

As a vibrant faith community we are inspired by our founder Angela Merici, whose motto was "Serviam" – to SERVE. 'Serviam' lies at the heart of our daily routine and practice. We aim to empower our girls to learn, to lead and to serve. As Angela Merici faced new challenges by looking for new possibilities, so too are we committed and called to do things in new ways to ensure that the young women in our care are offered a nurturing and challenging educational environment in which they can learn and grow and develop the confidence to go out and make a difference in our world.
Our Mission: We are a Catholic community of faith, love and service rooted in the spirit of St Angela. Through Christ and the Gospel and in our diverse community we strive to provide an environment for young women to flourish, spiritually, academically and socially. Together we are The Ursuline Academy Ilford.

To help bring this about Governors and staff at the school commit themselves to:

- Recognising the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter's development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.

Ms Keran Reilly
Headteacher

THE URSULINE ACADEMY ILFORD

SUBJECT LEADER - MUSIC

From: September 2019

Salary Range: MPS (Outer London) - UPS (Outer London) available to the right candidate *plus* TLR of £4, 589 pa

We are looking to recruit a creative, enthusiastic, inspiring individual. S/he will be a key contributor to this hugely successful, popular and oversubscribed Academy whose ethos is underpinned by Gospel values and the Ursuline motto of 'Serviam'.

Applications are welcome from established teachers who have a proven track record of academic success and who are committed to comprehensive education. The person appointed will be expected to make a significant contribution to the academic, spiritual, moral and cultural well-being of young people and will support an already successful department along the next stage of its development. In addition, the post will provide an excellent opportunity for professional development.

What sets us apart?

The Ursuline Academy Ilford is committed to ensuring the recruitment and retention of high calibre, talented staff.

The successful applicant will:

- join a popular and successful all girls Catholic Comprehensive Academy;
- be part of a team of committed, highly professional teachers and support staff in a school which has an excellent academic record, as well as a tradition as a caring community;

The school is a short walk from the local shopping centre and Ilford Station where TFL Rail services are available; these connect to Stratford International and London Liverpool Street. The school is also a short drive from the M25, A12 and A13.

WHAT WE ASK IN RETURN:

Dedication, commitment, loyalty and a drive for excellence in all areas of school life evidenced by an enthusiasm for education both personally and professionally promoted by CPD.

The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with safer recruitment policy and practice. The successful applicant will undertake an enhanced DBS check.

Pupils' behaviour in lessons and conduct during unstructured times are a strength of the school. The Catholic ethos of the school is clearly evident and the overall approach is highly inclusive. The culture of the school is one which wants to care for the 'whole child' and parents and pupils alike recognise and value this approach highly. The strong relationships in the school underpin the positive attitudes to learning evident in the lessons we visited.

OFSTED - October 2016

APPLICATION REQUIREMENTS

Please submit a letter of application together with your application form.
Completed applications should be posted to:
HR, The Ursuline Academy Ilford, Morland Road, Ilford, Essex, IG1 4JU

You may also return your completed application form via email to our HR Officer: bbarnes@uai.org.uk
School visits can be arranged by appointment please contact Mrs Barnes for details.

Your letter should address the selection criteria and include your vision for the Music department and your thoughts on what makes a good Subject Leader.

Short-listing for the position will take place following the closing date and references will be taken up prior to interview.

Please note we are unable to accept CVs.

Closing Date: 12 noon on Wednesday 22 May 2019 **Interviews:** Friday 24 May 2019

DEPARTMENT INFORMATION
MUSIC

The Music Department at The Ursuline Academy Ilford is at the heart of the school community. The department takes an active part in the very busy musical life of the school, performing in the many school occasions, Masses, community charity events and concerts throughout the year.

Courses

KS3 Music

At Key Stage 3 students receive one lesson of compulsory Music education a week. The Music department seeks to offer our students every possible opportunity to get involved and enjoy Music through an integrated, "hands on" approach. Students experience Composing, Performing, Listening and Appraising in an integrated and practical way. Our schemes of work our carefully designed to achieve a balance between traditional and modern, Western and non-Western music, with a significant element of ICT. Many trips and performance opportunities are offered to our KS3 students.

GCSE Music

Music is a multifaceted academic subject, as well as one which involves performance, composition analysis and improvisation. GCSE Music enables students to develop their musical skills significantly and learn about the inner workings of music through many different means. Students will discover the cultural richness of music in Western Classical Music, Music in the 20th Century, Popular music and World Music. The Music Department follows the Edexcel GCSE Music course.
There are three main elements to the course:

- Performing coursework 30% – Prepare and record one solo and one ensemble performance for a final assessment.
- Composing coursework 30% – Compose two pieces of Music over the two-year course.
- Listening exam 40% – Sit an hour and a half listening exam at the end of Year 11. Students will answer questions based on the set works they analysed over the two-year course.

Results indicate that our students regularly achieve, on average, 1 grade higher than their target grades. 73% of students in summer 2016 achieved an outstanding A* – A and 100% A* – C. 92% of students in summer 2017 achieved A*-C with an excellent 35% of the cohort receiving A*-A.

Resources

The Music Department consists of one classroom and a Music Technology suite with fourteen dedicated music PCs running Sibelius 7. There is also a Recording studio and 3 practice rooms which are used for peripatetic lessons, class group work and individual instrumental practice.

Instrumental Lessons

Individual lessons are currently offered by a team of experienced and highly qualified specialist instrumental teachers. Instrumental lessons are timetabled on a rotational basis.
We offer tuition on the following instruments;

- Clarinet
- Drum Kit
- Acoustic/Electric/Bass Guitar
- Flute
- Percussion
- Piano (Classical and Jazz)
- Recorder
- Saxophone
- Singing
- Viola and Violin.

We believe that learning an instrument is very important and can help a student with the following: develop an awareness of potential, improve concentration and coordination, instil confidence in pupil's own ability, help develop communication skills, foster self-discipline and responsibility, give a sense of achievement, assist imagination and most importantly, helps develop a love of music and culture.

School Prayer

Show us, Lord, what we should do
And help us as we do it
So that our prayer and work may begin from you
And through you, meet success

JOB DESCRIPTION

SUBJECT LEADER - MUSIC

REPORTING TO: SLT
RESPONSIBLE FOR: Peripatetic Teachers
LIAISING WITH: Teaching Staff, Support Staff and others as required

Expectations
The Subject Leader will provide professional leadership and management across the Music Department in order to secure high quality outcomes for all students.

In addition to carrying out the professional duties of a teacher, the Subject Leader – Music must play a major role, under the overall direction of the Headteacher, in:

- formulating the aims and objectives of the school with respect to Music;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- monitoring progress towards their achievement.

All Teachers at The Ursuline Academy Ilford are expected to:

- be fully supportive of the Academy's Catholic ethos;
- value and accept every student as an individual;
- encourage and support each student to realise her potential through the Academy's rewards systems;
- encourage students to think and learn independently;
- celebrate the achievements of all of students at appropriate times;
- provide a student friendly learning environment;
- lay the foundations for 'lifelong learning';
- strive for academic excellence;
- respect and value our partnership with parents and the community;
- assess, monitor, review and report upon student progress in line with Academy policy;
- participate in the Academy's programme of continuing professional development;
- use technology to actively improve teaching and learning;
- help prepare students for their responsibilities as active citizens.

Key Responsibilities

- liaising with Peripatetics/External Provisions/Agencies;
- lunchtime clubs;
- extra-curricular activities;
- school productions (requirement - at least twice a year)
- implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate;
- monitor and support the overall progress and development of students as a teacher and where required as a Form Tutor;
- facilitate and encourage a learning experience which provides students with the opportunity to achieve their personal best;
- contribute to raising standards of student attainment;
- share and support the Academy's responsibility to provide and monitor student opportunities for personal and academic growth
- Fulfil the professional responsibilities as outlined in the Staff Handbook

MAIN CORE DUTIES

Academic

- produce schemes of work and lead curriculum development in Key Stage 3 and 4;
- to develop and implement Music policies, plans, targets and practices;
- to keep up to date with national developments and research, using this information to ensure appropriate provision for students;
- monitor, in consultation with the Headteacher, that the teaching of lessons follows the approved schemes of work;
- monitor, evaluate, track and review the work done by students, checking that marking and recording takes place to assist students in their progression in Music;

- to identify appropriate resources for the Key Stages and ensure that they are used efficiently, effectively and safely;
- liaise with SENCo and learning support staff to ensure that provision within mainstream lessons is appropriate for all;
- contribute to the work of the department as a subject teacher.

Managerial

- be responsible for the day-to-day efficient running and condition of the Key Stages, ensuring that the highest possible standards of work and behaviour are maintained in your subject area at all times;
- provide to all those with involvement in the teaching or support of the Key Stages, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching;
- review procedures and practices in order to improve and update departmental policies. This should also support the relevant school policies, aims and objectives;
- promote the subject within the school;
- establish and maintain appropriate resources;
- monitor coherence of approach and schemes of work to ensure consistency across the Key Stages;
- monitor and manage behaviour of students across the department, in line with departmental behavioural policy;
- monitor and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement;
- participate in staff appraisal and development in accordance with school policy;
- complete specific tasks that may be assigned by the Senior Leadership Team.

Operational/Strategic Planning

- coordinate in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department;
- lead on the department's development plan and its implementation;
- contribute to the department's development plan and its implementation;
- plan for, prepare and teach courses;
- contribute to the whole Academy's planning activities.
- work with the Senior Leadership Team in ensuring that the curriculum area provides a quality of teaching which complements the Academy's strategic objectives.

Curriculum Provision

- assist the Senior Leadership Team in ensuring that the curriculum area provides a quality of teaching which complements the Academy's strategic objectives.

Staff Development

- take part in the Academy's staff development programme by participating in arrangements for further training and professional development;
- continue personal development in the relevant areas including subject knowledge and teaching methods;
- engage actively in the Performance Management Review process;
- ensure the effective/efficient deployment of classroom support where appropriate;
- work as a member of a designated team and to contribute positively to effective working relations within the Academy.

Quality Assurance

- help implement Academy quality control procedures;
- contribute to the process of monitoring and evaluation of the department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria;
- seek and implement modification and improvement where required;
- review from time to time methods of teaching and schemes of work;
- take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information

- maintain appropriate records and to provide relevant accurate and up-to-date information for whole school data and reports;
- complete relevant documentation to assist in the tracking of students;
- track student progress and use relevant data to inform teaching and learning;
- safeguard private/confidential information.

Communication

- write reports on student progress to parents in accordance with Academy policy and practice;
- communicate effectively with the parents at parents' consultation evenings;
- follow agreed policies for communications in the Academy.

Marketing and Liaison

- attend all scheduled and relevant Academy events;
- contribute to the development of effective subject links with external agencies if appropriate;
- attend celebratory events associated with students personally taught including Prize giving.

Management of Resources

- contribute to the process of the ordering and allocation of equipment and materials;
- identify resource needs and to contribute to the efficient/effective use of physical resources;
- co-operate with other staff to ensure a sharing and effective use of resources for the benefit of the Academy, department and the students.

Pastoral System

- act as a Form Tutor if required;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise and work with a Head of Year to ensure the implementation of the Academy's guidance and support system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life;
- evaluate and monitor the progress of students and keep up-to-date student records as may be required;
- contribute to the preparation of Action Plans and progress files and other reports as appropriate;
- alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff;
- contribute to citizenship and enterprise activities according to Academy policy;
- follow Academy policies on behaviour management.

Teaching

- teach students according to their educational needs;
- assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required;
- provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students;
- ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students;
- ensure a high quality learning experience for students which meets internal and external quality standards;
- use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- maintain discipline in accordance with the Academy's procedures, and to encourage excellent practice with regard to punctuality, behaviour, standards of work and homework;
- undertake assessment of students as requested by external examination bodies, departmental and Academy procedures;
- mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties

- play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example;
- support the Academy in meeting its legal requirements for worship;
- maintain relevant development;
- comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a Senior Manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

DECLARATION
I have read the job description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection /Safeguarding and Health & Safety regulations. I further understand that the above does not constitute an exhaustive list and I agree to undertake any reasonable request made of me by the Headteacher or Deputy Headteacher acting on his/her behalf.

Name:

Signature: Date:

PERSON SPECIFICATION

SUBJECT LEADER - MUSIC

L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential D = Desirable

QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:

Relevant good Degree and teaching qualification	**L**			**E**
Evidence of continuing professional development	**L**			**D**
Familiarity with the Music curriculum in KS3 and KS4	**L**	**I**	**R**	**E**
Be an accomplished musician in at least one instrument	**L**	**I**	**R**	**E**
Be able to lead liturgies with confidence and expertise	**L**	**I**	**R**	**E**

TEACHING AND LEARNING

High quality teaching and learning skills		**I**	**R**	**E**
A commitment to and evidence of high expectations and standards for students work	**L**	**I**	**R**	**E**
Evidence of very good examination outcomes for classes taught	**L**	**I**		**D**
A clear understanding and use of Assessment for Learning	**L**	**I**		**E**
Understanding of self-review for improvement		**I**	**R**	**E**
The ability to use data effectively to evaluate student teaching, group progress and achievement	**L**	**I**	**R**	**D**

PERSONAL QUALITIES AND SKILLS

High level interpersonal skills with the ability to communicate effectively both orally and in writing with a variety of audiences		**I**	**R**	**E**
The ability to build productive relationships with students, staff and parents	**L**	**I**	**R**	**E**
An ability and willingness to empathise and listen, and to be self-critical and reflective		**I**	**R**	**E**
Enthusiasm, hard work, integrity, creativity, flexibility and resilience		**I**	**R**	**E**
An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education	**L**	**I**	**R**	**E**

SAFEGUARDING

Motivation to work with students/young people		**I**	**R**	**E**
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people		**I**	**R**	**E**