



## Application pack

### Teacher of Percussion - freelance

I am delighted to provide an application pack for the role of a visiting Teacher of Percussion at Guildford High School.

Our school is a remarkable place and has been educating girls since 1888. Around one thousand girls, age 4 to 18, from Guildford and its surrounding towns and villages, enjoy exceptional facilities and inspired teaching. Guildford High School comprises a Junior School and Senior School, both on the same site. Whilst providing all-through education, each School has its own distinct personality and girls join us at many different entry points.

We consistently boast some of the best academic results in the country; awarded Independent Prep School of the Year (2015-16) and South East Independent Secondary School of the Year (2017-18) by The Sunday Times and more recently, the leading Independent school in the country for pastoral care by The Week Magazine (2018). Our staff are integral to delivering high quality education to the girls in our care, inspiring them to think and learn creatively. We seek to recruit and retain dynamic teaching and non-teaching staff that share in our vision and commitment.

I would encourage you to visit our website and view our school film to find out more about our school:

[www.guildfordhigh.co.uk](http://www.guildfordhigh.co.uk)

Please ensure that you return your completed application form, applicant monitoring form and confidential disclosure to me via email: [human.resources@guildfordhigh.co.uk](mailto:human.resources@guildfordhigh.co.uk) no later than 9.00am on Thursday 21<sup>st</sup> March 2019. Unless you stipulate otherwise, we retain all applications for up to six months.

If you have a disability that requires any specific requirements, please let me know when applying so that I can make the necessary arrangements.

May I take this opportunity to thank you for the interest that you have shown in employment at Guildford High School and for the investment of your time in this process. Please do not hesitate to contact me, or my colleague Maria Drew, on 01483 543 862 if either of us can be of further assistance.

I look forward to hearing from you.

Yours sincerely

Susie Mooney  
**HR Manager**

Headmistress: Fiona Boulton BSc (Hons), MA



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# *Job Description*

## **Teacher of Percussion**

**(Part-time, from September 2019)**

A well-qualified, inspirational percussion teacher is required from September 2019 to join a large, flourishing and dynamic department. There is currently one day's teaching available, on Mondays, and the teaching day includes the coaching of some percussion ensembles.

The successful candidate will be expected to teach pupils at all levels, from 8-18. Although the majority of pupils learn the drum kit, some pupils learn orchestral percussion. The school is able to provide a large teaching space with access to a full range of very well-maintained tuned and untuned orchestral percussion instruments, including drum kit.

The post holder will need to schedule thirty lessons for each pupil over the course of an academic year. A flexible approach will be needed, so that the lessons do not always occur on the same day of the week.

### **Main responsibilities**

- schedule thirty lessons for each pupil over the course of an academic year
- complete reports once a year as required by the school
- attend the Visiting Music Teachers' Parents' Evening held once a year
- plan individual lessons for pupils
- teach individual lessons, normally 30 minutes, usually incorporating elements of general musicianship, such as ear training and theory, as well as instrumental technique and interpretation
- develop your knowledge of materials and repertoire for students at different stages of their musical development
- Liaise with the music administrator regarding the booking of lessons and rooms
- communicate with parents about their child's lessons and progress
- prepare pupils for performances, examinations, auditions and festivals
- promote the uptake of your instrument by pupils
- do what is reasonably practicable to notify the music administrator and/or locate students who are missing or late to your lessons
- Communicate with the Director of Music as appropriate.

This job description is not intended to be all-inclusive and the post holder may perform other duties reasonably required by the Headmistress.

# Person Specification

## Teacher of Percussion

Please note that this is not an 'employed' position: Guildford High School provides premises to the Visiting Music Teacher as a self-employed contractor for the provision of tuition services to the parents/guardians of pupils.

Applicants must hold the right to work in the UK before submitting an application and be able to attend the school for an interview.

Specification	Essential
<b>Qualifications</b>	Well-qualified to teach the range of orchestral percussion instruments as well as the drum kit, from beginner to diploma level (age 8-18) Excellent oral and written English
<b>Personal qualities</b>	High levels of personal and professional integrity Personal warmth, good rapport with pupils, colleagues and parents Appropriate levels of personal presentation Punctuality
<b>Teaching and Learning</b>	Evidence of creative approach to teaching with equal emphasis on all stages of development from beginners to advanced pupils Willingness and proven ability to successfully prepare pupils for grade examinations Computer literate, for reports and email communication
<b>Philosophy and Ethos</b>	A commitment to safeguarding and promoting the welfare of children and young people Commitment to best practice in pastoral support and student welfare Supporting extra-curricular activities as appropriate

# Overview of the music department for prospective new teachers

Guildford High School has an exceptionally strong musical tradition. There is a structured course of class music from Reception through to GCSE and A Level. Instrumental lessons are offered in a very wide range of instruments. Extra-curricular activities are an integral and extensive part of the Department's educational programme, aiming to include as many pupils as possible as well as the large number of able and gifted musicians.

## **Current Music Staff (full-time unless otherwise indicated):**

Director of Music

Assistant Director of Music - Senior School

Two Teachers of Music - Senior School

Director of Junior School Music

Music Administrator

Head of Strings (p/t)

23 instrumental / singing teachers (p/t, self-employed)

## *Senior School Music (11-18)*

### **Class Music**

All pupils in 7-9 participate in class music lessons. The emphasis is on improvising and composing (using classroom percussion, electronic keyboards, computers and their own instruments and voices), singing, playing instruments, and learning to listen in an analytical way. Pupils' compositions are often performed in concerts. The school hosts ABRSM exams pupils for one full week every term. There are currently 38 pupils studying for GCSE Music and 9 studying AS and A level Music. Public examination results are consistently excellent. Upper 6<sup>th</sup> pupils regularly take up offers to study Music at conservatoires and leading universities, including Oxford and Cambridge; pupils are frequently awarded Oxbridge choral scholarships and instrumental awards.

### **Music Technology**

GHS is well equipped, with software and hardware frequently updated. Three of the classrooms are equipped with 14 PCs and keyboards, with Cubase software for sequencing and Sibelius 6 for score-writing.

### **Extra-Curricular Music**

The musical education programme also involves regular choral and instrumental ensemble training, master-classes, opera and concert visits. Major music drama productions are staged in collaboration with the Royal Grammar School (RGS) and recent productions have included *The Boy Friend* (2010); *Les Misérables* (2011); *Guys and Dolls* (March 2013), *Grease* (2015), *West Side Story* (2017) and *Rent* (2019). Large-scale choral concerts in Guildford Cathedral or at G Live also usually combine with the RGS choirs and orchestra, as well as a joint schools' Parents' Choir. Recent concerts have included Poulenc's *Gloria* and Haydn's *Nelson Mass* (2009); Faure's *Requiem* (2010); Orff's *Carmina Burana* and Mozart's *Coronation Mass* (2012); Chilcott's *Requiem* and Rutter's *Feel the Spirit* (2014); Verdi's *Requiem* (2016); Rutter's *Gloria* and Borodin's *Polovtsian Dances* (2018).

There are five choirs in the Senior School. The Senior and Lower School Choirs are large choirs (with approximately 80-100 singers) for all-comers. An auditioned Lower School Chamber Choir stretches and challenges the most able singers in Years 7, 8 & 9 (limited to 45 pupils) and girls in Years 10-13 can audition for the Senior Chamber Choir, which sings demanding SSAA music to a high standard (55 singers). The Joint GHS & RGS Chamber Choir is open to the most able singers in the Senior Chamber Choir, with auditioned tenors and basses drawn from the RGS. This joint choir of 40 singers sings 8-part music to a very high standard and is particularly beneficial for pupils considering choral scholarships and further study in music after the sixth form.

In the past four years the choir has sung Choral Evensong at the cathedrals of Winchester, Chichester, Rochester, St Paul's (London), Christ Church (Oxford), and Westminster Abbey (London). There are, usually, annual visits to Cambridge and Oxford college chapels – the choir has recently sung at Trinity and Queens' (Cambridge) and Merton and Keble (Oxford).

Pupils audition for the Symphony Orchestra (75 players) and Wind Band (65) when they have reached Grade 6 standard, depending on vacancies. The String Orchestra (55) and Mathias Band (55, for wind, brass and percussion) offer ensemble opportunities for less experienced instrumentalists. Advanced string players can audition for the Chamber Orchestra. The Big Band is aimed at more experienced sax, brass players, kit and bass players. The saxophone, brass, guitar, flute, clarinet, bassoon and percussion ensembles rehearse weekly and there are also many other wind, brass and string chamber music groups for Music Scholars, coached by instrumental and academic staff.

There are annual overseas tours. Most recently, the Joint GHS & RGS Chamber Choir and Orchestra performed in Venice, Mantua and Verona (2011 and 2017), Malta (2013) and Barcelona (2015). In recent years the Joint GHS & RGS Concert Band and Big Band has also enjoyed summer tours: recent destinations have included France and Liguria (2014), Croatia (2016), and Barcelona (2018).

Many pupils take part in instrumental and choral ensembles organised by Surrey County Council: Surrey County Youth Orchestra, Surrey County Wind Band, Surrey Youth Choir and area groups. Some are members of other orchestras, bands and choirs, including Guildford Cathedral Choir, National Youth Choir, Rodolfus Choir, National Youth Orchestra, National Youth Chamber Orchestra and National Children's Orchestra. A growing number of musicians attend the Junior Department of the London music colleges on Saturdays.

A brand new 200-seater recital hall opened in 2016. This purpose-built hall has superb acoustics and is a fantastic space for rehearsals, concerts, workshops and recordings. The new building also provides two additional teaching studios, a recording control room and a large galleried foyer, with refreshment bar. In 2016 the department bought a Yamaha S6 grand Percussion for the Recital Hall and a Yamaha CFX Concert grand Percussion for the larger Senior Hall.

### ***Instrumental and Singing lessons***

Approximately 350 Senior School pupils are taught by a team of 23 experienced freelance teachers. Tuition is available on the violin, viola, cello, double bass, harp, flute, oboe, clarinet, bassoon, trumpet, horn, trombone, tuba, saxophone, percussion, Percussion, harpsichord, guitar and singing.

## *Junior School Music (4-11)*

### **Class Music**

Each class has two music lessons per week. Music lessons are fun, often practical and aimed at developing skills and knowledge. The curriculum combines developing singing, practical musicianship, composing, listening and a cross curricular approach which includes dance, drama and humanities. Pupils develop strong music appreciation skills and can analyse what they hear. From an early age, pupils develop their expressive and creative skills. Music topics encourage collaboration with the rest of the curriculum in school. For example Year 5 learns about Tudor Music during their History topic and Caribbean Music whilst they learn about St Lucia. The school hosts ABRSM exams pupils for one full week every term.

### **Performances, Productions and Festivals**

Throughout the academic year there are many opportunities for performing. Instrumental concerts allow for the pianists/strings/woodwind/brass & percussion/recorder players to demonstrate their talents, whatever their stage and ability, in a relaxed setting. The Inter-House Music Festival sees friendly competition between the Houses with pupils performing solo items as well as creating small ensembles. The highlights for the year are the concerts at the end of the Spring Term: one involves all the ensembles

throughout Key Stage 2 and the other involves all the girls in the Pre-Prep. This is our chance to celebrate all the music making in school.

Each year group in Key Stage 2 has a production during the year, celebrating the excellent collaboration between the creative arts. Christmas is celebrated with the Pre-Prep Nativity and Key Stage 2 Carol Service. The lighter side of Christmas is shared in the Carols Around the Christmas Tree Concert, therefore giving pupils the chance to partake in the celebration of Christmas. The final concert of the year is Words & Music on a Summer's Afternoon, incorporating musical items from ensembles and LAMDA pieces from upper Key Stage 2 pupils.

### ***Extra-Curricular Music***

There are a diverse range of ensembles, encouraging the pupils to develop and foster the joy of making music with others. It also helps to develop their listening skills and enhances their solo playing.

The Junior School Orchestra is for players of Grade 3 and above. Concert Band is aimed at woodwind, brass and percussion pupils of Grade 2 and above. There are several string groups including Guitar Ensemble, Junior Strings, String Orchestra (grade 2 and above) and the Chamber String group. Pupils can learn the recorder in group lessons from Year 2. There are also two highly popular percussion ensembles for Key Stage 2 pupils.

A specialist group, Music Maestros, aims to extend those who show a gift for music. Pupils in Year 1 are offered a specific programme of musicianship and introduction to musical instruments in the Music Carousel programme, which helps them to choose which instruments they might want to learn to play.

There are four choirs in the Junior School: Year 2 Choir; Lower Choir for Years 3 and 4; Upper Choir for Years 5 and 6 and an auditioned Consort and Festival Choir for Year 6. The choirs perform in a variety of formal and informal settings for a wide range of audiences.

Some pupils take part in instrumental and choral ensembles out of school and become members of Guildford Cathedral Choir, National Children's Orchestra and Stoneleigh Orchestra. Occasionally there are girls in Year 6 who attend the Junior Department of the London music colleges on Saturdays.

### **Instrumental Lessons**

Approximately 160 pupils in the Junior School are taught by the Visiting Music Teachers. A large number of pupils take advantage of the tuition offered in a wide range of instruments: Violin, Viola, 'Cello, Double Bass, Harp, Guitar, Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Percussion and Percussion. Instrumental lessons rotate throughout the school day. The opportunity to start tuition is normally offered to Junior School pupils on entering Year 2 although some instruments, especially wind instruments, cannot be started until a pupils is older. Percussion, violin and 'cello are offered from Year 2. Almost every pupil from Years 2 to 6 learns at least one musical instrument, whether tuition is in or out of school.

# *Guildford High School – Terms and Conditions*

**Contract type**

Guildford High School provides premises to the Visiting Music Teacher as a self-employed contractor for the provision of tuition services to the parents/guardians of pupils.

**Hours of work**

One day teaching per week on Mondays.

**Start date**

September 2019.

**Benefits**

A range of benefits are offered including discounted cinema tickets, retail discounts, staff development, contributory pension scheme, cycle to work scheme, childcare vouchers, car lease scheme, discounted gym memberships, health and dental plans.

## *How to apply*

A completed application form, applicant monitoring form and confidential disclosure for the attention of Mrs Susie Mooney, HR Manager, to [human.resources@guildfordhigh.co.uk](mailto:human.resources@guildfordhigh.co.uk)

Applicants selected for interview will be informed within 10 days of the closing date for application. We do endeavour to respond to all applications; however, applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful.

Short-listed candidates will need to bring proof of their qualifications and their right to work in the UK to interview and be aware that references will be requested prior to interview.

Closing date: 9.00am on Thursday 21<sup>st</sup> March 2019

Interview date: Interviews will be held week commencing 25<sup>th</sup> March 2019, where candidates will be expected to teach a short demonstration lesson (10 minutes)

# Guidance for Applicants

## Privacy Notice

We will use the information that you provide during the course of application and any selection process that we may invite you to participate in, for the purposes of recruitment and selection. Any information provided may be stored or processed in electronic or paper form. If you become a United Learning employee, the information will be used for the purposes of carrying out United Learnings personnel functions and complying with its legal obligations. If I do not become an employee, the information will be retained by the school for up to 12 months, and then securely destroyed.

Further details may be obtained in the Guildford High School Applicant Data Protection Policy, a copy of which is held on our website or available from the HR department, [Human.Resources@guildfordhigh.co.uk](mailto:Human.Resources@guildfordhigh.co.uk)

## Application form

The application form, as opposed to curriculum vitae (CV), is used to ensure that information is presented in a standardised format and that only the details that we require are provided. This ensures that all applicants are treated fairly and equally.

As the information contained on the form is used during the selection process, it is essential that you complete all sections as fully as possible. If there is not enough space provided on the form, please continue on a separate sheet of paper rather than attaching a CV. On each additional sheet that you use, please write your name and the post applied for, together with the section that you are answering.

- Please complete this form in typescript.
- If any section does not apply to you, please write N/A.

The following notes are intended to assist you with the completion of the application form:

## Current Employment

This section requests the details of your current employment. You should:

- Provide a brief description of the duties and responsibilities held during this employment.
- Include any duties that you consider to be of particular relevance to the position for which you are applying.
- Provide the name and address of your present employer.
- Provide details of your current salary or rate of pay.
- Indicate how much notice you are required to give to your current employer.
- If you are not currently employed, please mark the section N/A.
- Account for any gaps in your employment.

## Employment History

- Provide details of all previous employment, including that of a voluntary nature. The information should be provided in date order, starting with the most recent and working back.
- Include the dates of employment, a brief summary of your responsibilities in the role, your final salary and reason for leaving. Please do not include details of your current employment in this section.
- If you have any gaps in your employment history, please provide the dates and a brief explanation.
- The school may contact any previous employer in order to confirm the employment history.

## Education

Provide details of the secondary school(s) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.

## Further Education

- Provide details of the college(s) or university(ies) that you attended and include details of any examinations taken, results obtained, scholarships and other distinctions awarded.



- Please attach photocopies of documentary evidence of your qualifications.

### Professional and Vocational Qualifications

- Provide details of technical, professional and occupational training.
- Provide details of relevant training, apprenticeships, articles, evening, full-time day or day release courses, correspondence courses or company courses.
- Please attach photocopies of documentary evidence of your training or qualifications.

### Personal Statement

Use this section to provide relevant information about yourself and how you meet the criteria detailed in the person specification for the role.

### Referees

- Please provide the details of two people who may be approached for a reference.
- If you are employed, one referee must be connected to your current employer i.e. your line manager.
- Where you have previously worked with children but are not currently doing so, please provide reference details in respect of the last employer for whom you worked with children.
- If you are a college or school leaver, please give details of a teacher or tutor.
- A suitable second referee would be a previous employer, business associate or leader/organiser of a voluntary organisation. Personal referees, such as friends, family or those with whom you have any other significant relationship, are not suitable.
- Please note that references are sought prior to interview.

### Personal Relationships

Please provide the name and position of any relative, friend or acquaintance employed or associated with United Learning, or if you have daughter at the school.

### Declaration

Please ensure that you read this statement and that you sign and date the application.

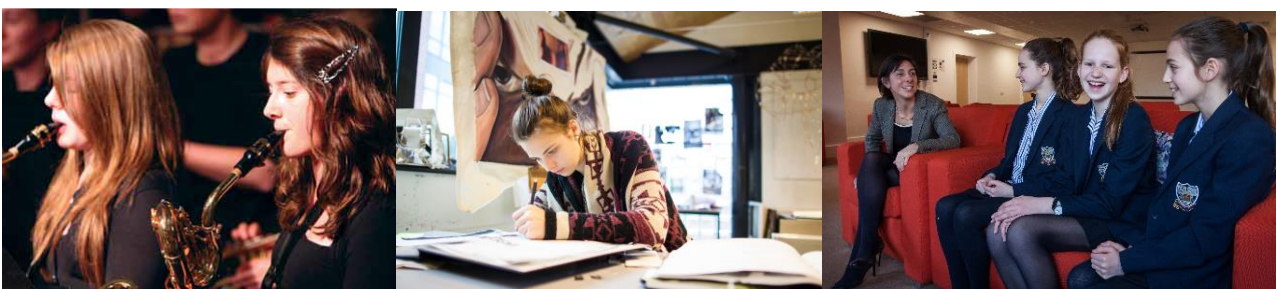
### Applicant Monitoring Form

Please complete this form to facilitate applicant monitoring. This form will be removed from your application form as soon as we receive it and will not be used as part of the selection process. If you have a disability that requires any specific requirements, please let me know when applying so that I can make the necessary arrangements.

### Confidential Disclosure

By virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, Section 4(2) of the Rehabilitation of Offenders Act does not apply to this application as the post involves substantial opportunity of access to children. This means that you may not withhold information about previous convictions, cautions, reprimands bind-overs or warnings on the grounds that it is otherwise 'spent'.

All criminal convictions must be declared. Failure to do so may result in your application being disqualified or, if discovered after appointment, may be regarded as grounds for dismissal. If you wish, you may submit information in a sealed envelope, marked for the confidential attention of the Head Teacher of the School to which you are applying.



# Safeguarding

Guildford High School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment.

Successful applicants will be subject to child protection screening appropriate to the post including an enhanced disclosure through the Disclosure and Barring Service (DBS) and checks with previous employers

## **United Learning Child Protection Statement**

United Learning is fully committed to the safeguarding of children – ensuring the well being of the child is paramount. For pupils to feel that they are able to do their best and achieve their true potential, it is important that they feel safe and supported in the school environment.

Everyone working within our schools and academies, whatever their role, is acutely aware that issues to do with the protection of children are of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their well being.

In relation to safeguarding, United Learning aims to ‘prevent’, ‘protect’ and ‘support’ all its pupils by addressing child protection in the curriculum, pastoral activities and in the management of the school, and by empowering and enabling staff to be vigilant for vulnerable students through training and information dissemination.

## **Policies and Procedures**

All United Learning schools have policies which deal with safeguarding, child protection and safer recruitment, which are in accordance with the relevant local authority procedures and which comply with the DFE’s safeguarding children and safer recruitment statutory guidance. The individual school policies are available via each school’s website or by contacting the school directly.



# Equal Opportunities Statement

United Church Schools Trust and United Learning Trust ("United Learning") have an Equal Opportunities Policy, which has been agreed by United Learning Trust's recognised trade unions.

Below is United Learning's Equal Opportunities Statement. If you would like to see the complete Policy, it can be accessed on The Hub or by contacting your school.

**To ensure that United Learning develops and maintains a working environment in which each individual has complete equality of opportunities.**

**To ensure that individuals do not suffer discrimination directly or indirectly as a result of their employment with United Learning or deny their application for a position within United Learning.**

Yours sincerely



**Mandy Coalter**  
**Director of People**

