

# AISL GREATER BAY AREA MUSIC EDUCATION COORDINATOR & HEAD OF MUSIC (SECONDARY & PRIMARY)

## JOB DESCRIPTION

<b>Job Title:</b>	AISL Greater Bay Area Music Education Coordinator & Head of Music (Secondary & Primary)
<b>Line Manager:</b>	School Head

### General Purpose of Job

- Responsible for fostering positive self-esteem and supportive relationships for all pupils, founded upon respect and mutual trust.
- Responsible for maximising the academic progress of the pupils they teach by delivering the very highest standards of teaching and learning.
- Promote a positive, purposeful and professional working atmosphere that encourages cooperation and challenge whilst valuing the contribution that individuals make to the success of the school.
- Promote equality of opportunity for all regardless of race, religion or gender and encourage excellence, resourcefulness and perseverance.

### Duties and Responsibilities

#### Overall Responsibilities

- Promote high standards in all aspects of school life, particularly in pupil progress.
- Actively support the vision, ethos, culture and policies of the school.
- Inspire and motivate pupils, teachers and other school employees.
- Comply with the professional duties of the Harrow staff Code of Conduct.
- Contribute to a school culture which is positive, purposeful and professional.
- Engage positively in the school Appraisal process and performance management arrangements.
- Be committed to safeguarding and to promoting the welfare of children and young people.

#### Specific Responsibilities as AISL Greater Bay Area Music Education Coordinator & Head of Music (Secondary & Primary)

- Develop the school's music education curriculum, relevant staff members, students and campus space to facilitate its functioning and identity as the coordinating centre of music education among AISL Harrow schools in the Greater Bay Area which enables:
  - Musical performances by quality GBA, national and international musicians to be staged, for appreciation and learning purposes by AISL Harrow schools' students and partners of the schools;
  - Music education masterclasses, camps and other learning opportunities to be held on campus, off campus and overseas, to enhance the standards of music learning and fellowship through music among AISL Harrow schools students and our partner schools.
  - The above musical activities to generate positive impact on the standards of the school-based music curriculum, the students' learning in music and the academic staff's horizons in educating students capable of appreciating and playing music at regional, national and global levels.
- Formulate and implement effectively departmental development plan based on the School's strategic and development plans and the developmental priorities of the GBA Music Education Centre.
- Lead, support and manage Music sectional Coordinators and Teachers effectively.
- Establish a highly effective leadership and communication structure across the Secondary cum Primary Music department.
- Develop the school-based primary and secondary Music curriculum according to the central curricula (Hong Kong primary and secondary curriculum, Harrow Core Values and Leadership Attributes, and the IB DP curriculum) with curricular and pedagogical approaches which align across key stage interfaces (including integration of IB MYP and PYP elements), promote

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personalised learning, language-across-the-curriculum learning, creativity, deep thinking, engagement and self-directed learning.

- Evaluate the quality, standards and impact of teaching within the Music department, and implement effective performance appraisal procedures as appropriate to a Head of Subject.
- Present a coherent, understandable and accurate account of Music learning programmes and performances to a range of audiences, including senior leaders, the board and parents.
- Develop a bank of effective assessment strategies, collection methods and tools for tracking student learning and progress in Music, in and across year groups.
- Support colleagues in ensuring effective curriculum coverage, continuity, progression, support and challenge.
- Establish a culture of high expectations and professional responsibility.
- Build effective collaborative learning communities within and beyond the school / department.
- Contribute towards leading and coaching Music extra-curricular activities.

### **Teaching and Learning Responsibilities as Teacher**

- Apply the curriculum aims and objectives in the *Secondary Education Curriculum Guide* (CDCHK, 2017), its *Supplementary Notes* (CDCHK, 2021), and their subsidiary subject/KLA curriculum guide(s) related to this job position (Music), in a school-based manner according to the school's development plans, into the planning, implementation and evaluation of the school's curriculum, learning, teaching and assessment, in English.
- Plan, prepare and evaluate lessons, activities and learning and teaching strategies through the maintenance of a professional teaching plan, in active collaboration with peers and individually as necessary.
- Provide a safe, secure and stimulating environment in which consideration is given to the individual development of all pupils.
- Differentiate learning and teaching and associated resources in a manner that challenges and interests the pupils and is appropriate to the needs and skill-levels of pupils.
- Take responsibility for learning and teaching and associated resources in a manner consistent with school policies and procedures, including advice and recommendations offered from the Inclusion team.
- Apply, where appropriate, IT capability to enhance learning and teaching.
- Be open and adaptable to changing circumstances and guidelines.
- Contribute to and maintain consistency with internal and relevant external marking schedules and moderation procedures.
- Engage pupils fully in the assessment and self-evaluation process.
- Carry out a range of formative and summative assessments of pupil's attainment for feedback to the pupil, further planning for individual, group and class work, whole-school planning and target setting, reporting to parents and other authorized requesting external agencies, informing pupils' transition from year to year, and writing and maintaining relevant records for individual pupil files in school.
- As academic staff member of a boarding school, provide biweekly late-afternoon learning support to boarders' learning.
- *Applicants experienced and interested in boarding education are welcome to state their preference to take up a Boarding Housemaster / Housemistress role with reduction in lesson load.*

### **Pastoral Care and Pupil Management**

- Accept fully, the established Harrow philosophy that children should be treated in such a way that always maintains their dignity.
- Monitor the work of class pupils, providing guidance, advice and support, fostering self-esteem.
- Write and maintain relevant records for individual pupil files and writing reports.
- Motivate pupils through praise, displaying an interest in the pupils and the presentation of well-structured stimulating lessons and activities.
- Lead moral education sessions for small groups or the whole class as required.
- Communicate and consult with parents on a regular basis maintaining records as appropriate.
- Value and promote links with charities and the community.
- Communicate and consult with the Inclusion team in order to implement recommendations.

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- Actively maintain the high standards of behaviour and dress of pupils in the classroom and in all school locations and activities.
- Follow policies with regard to the health and safety of pupils both on and off the school premises when pupils are under the school's jurisdiction.
- Take a pastoral interest in pupils in curriculum and extra-curricular activities and around the school environs so that they feel noticed, valued and cared for.
- Participate in and contribute towards meetings for any of the purposes above.

### **Accountability**

- Be respectful of the needs of colleagues and the school with regards to cooperation, collegiality, deadlines and team cohesion.
- Participate positively in meetings, follow policies and generally contribute to the effective and efficient running of the school.
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practices and new approaches and initiatives.
- Engage positively in, and contribute to, INSET activities offered by the school.
- Enthusiastically contribute to cross-curricular links and initiatives, and extracurricular activities.
- Be involved in new initiatives within the school as part of ongoing professional development.
- Take an active interest in maintaining subject knowledge, learning networks and current educational research.
- Constructively contribute towards school developments and to implement agreed whole school policies and initiatives.
- Contribute and respond positively to the outcomes of the school's self-evaluation reviews and inspections.
- Behave in a manner befitting a role model for the pupils of the school and in a manner that brings only respect to colleagues and the reputation of Harrow.
- Be proactive in maintaining and developing your IT capability in line with the Digital Learning Strategy.

### **Safeguarding**

- Take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to identify, assess, and support children who are suffering harm.

### **Other Responsibilities**

- Build strong relationships with parents through effective parent-teacher communication and home-school meetings and/or workshops as appropriate.
- Take part in the professional planning and implementation of student admission activities.
- Undertake other reasonable duties (including cover for classes) as requested by members of the Senior Leadership Team and any duties that the Head Master/Mistress deems necessary for the effective operation of the school.

## **Requirements**

### **Education, training and qualifications**

- Appropriate degree, with secondary education teacher training (in Music education) recognised in Hong Kong (or the UK), or other equivalent teaching qualification giving QTS. (If teacher training qualification was obtained during the last 3 years, please submit lesson observation records signed by practicum Supervisor when submitting cv.)
- Working experience and knowledge of the Music Curriculum issued by the CDCHK or the KS1/3 and KS2/4 National Curriculum of England.
- Proficiency in English and Putonghua for teaching and communication purpose.
- Evidence of relevant and challenging continuing professional development.

### **Knowledge and experience**

- Effective implementation of learning and teaching strategies to achieve appropriately set teaching objectives that are in line with curriculum goals.

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- Understanding of how children at the ages for secondary schooling develop and learn.
- Ability to work in a way that promotes the safety and wellbeing of children, in accordance with all relevant safeguarding policies and practice.
- Knowledge and experience of how to use of IT effectively in promoting pupil learning.
- Previous experience or knowledge of working with pupils for whom English is not their first language, or with pupils at secondary level, is a bonus.
- Effective communication and engagement with parents.
- Previous experience of teaching children is necessary, whether under teacher employment (preferred) or teacher training (for fresh graduates).

#### **Personal qualities**

- Respect for all members of a school community, irrespective of position, gender, age and ethnic background.
- Passionate about teaching and a strong commitment to holistic education.
- The ability to inspire pupils through a genuine passion for learning and a desire to lead them towards outstanding academic outcomes.
- A positive and solution-focused attitude to working life.
- Highly motivated, ambitious and collaborative.
- Demonstrate empathy, humility and genuinely care about children, taking the time to listen and motivate them.

#### **Other**

- A clean enhanced Disclosure and Barring Services check or police check and no question regarding suitability to work with children.

Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.