



BIG CREATIVE  
EDUCATION  
APPRENTICESHIPS  
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ACADEMY



BIG CREATIVE ACADEMY  
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## JOB DESCRIPTION & PERSON SPECIFICATION

**Post Title:** Music Production Course Lead

**Salary:** £32,000 - £35,000 dependent on experience

**Full/part time:** Full time, permanent position

**Start Date:** 6 November 2017

**Reporting to:** Curriculum Manager for Music and Performing Arts

**Location:** Big Creative Academy, Clifton Avenue, London E17 6HL

**Purpose of the role:** Manage the courses within the music production area, delivery of learning programmes, assistance to students and tutorial support.

### Big Creative Academy

Big Creative Academy (BCA) is a post-16 free school specialising in the creative industries. We believe that teaching skills employers want and empowering young people to think reflectively enables positive outcomes for students and our wider community. Big Creative Academy is committed to wellbeing and excellent teaching. We have recently had an Ofsted inspection and were judged Grade 2 'Good', with inspectors recognising that the Academy makes a significant difference to the outcomes for young people. We have high expectations of our staff and students and want to be recognised as one of the leading providers of vocational programmes in the creative arts. We are already a DfE best practice school for LGBT+.

Big Creative Academy opened in September 2014 and have 300 students, aged 16-19, primarily studying Level 3 vocational qualifications. Our students are diverse and challenging and ultimately extremely rewarding to work with. Our study programmes specialise in music, fashion, media, gaming, events, performing arts as well as GCSE Maths and English.

The Academy is lively! We are well connected with industry and all of our teaching staff have industry experience. We also have industry ambassadors from companies such as MTV, ITN, Barcroft Media and Island Records and experts are kind enough to provide masterclasses for students. Our focus on skills, wellbeing and networks gives our students the edge in a competitive marketplace.

### The Team

Sacha Corcoran MBE is Principal of the Academy, an inspiring self-made woman involved in education for over 20 years. She has brought together a small outstanding team who are committed to the vision and ethos of the Academy. There are three senior managers, 17 teaching staff and ten in business support. Our team are high achievers and have interesting and diverse backgrounds.

Many have their own creative careers as musicians, actors, producers and fashion designers and all have a passion for creativity.

### **Some of the benefits of working at Big Creative Academy**

Big Creative Academy has a Wellbeing Manifesto promoting positive relationships, resilience and reflection which extends to staff as well as students. We want our team to be productive and happy. The Academy provides the following benefits:

- A staff wellbeing day
- Admin days built into the academic year
- An individual CPD plan to bring out your brilliance
- Teaching, learning and assessment groups to share best practice and try new teaching techniques
- Opportunities to learn from your creative colleagues, for example, learning how to DJ, sew, improve your photoshop skills
- An employee assistance line for people to talk through difficulties confidentially, with solutions often offered to partners
- Full pension benefits in either the Teachers Pension Scheme or Local Government Pension Scheme.

### **Job Description**

#### **Principal Accountabilities:**

- Manage the courses within the Music Production curriculum area
- Prepare, teach and assess BTEC/UAL Level 3/Level 2 music production courses
- Provide pastoral support to students
- Report on success rates, attendance, retention and the quality of delivery outcomes against national benchmarks and internal targets.
- Manage student attendance and high expectations of behaviour in the department
- Support and encourage the ethos of wellbeing and personal development of all learners

#### **Key Tasks:**

- Plan course delivery in line with study programme requirements
- Arrange, monitor and supervise learners on study programmes, educational visits and field trips.
- Plan and prepare for inspections, SV reports and visits.
- Assess students, including formative and summative assessments, internal verification and supervision of assessments.
- Maintain and provide records and statistical checks in relation to own teaching and across courses, including enrolment checks, attendance records and the like.
- As part of the course team, the tutor acts as the main point of reference for students in a particular year or course group. The tutor's role includes:
  - (a) participation in inducting students
  - (b) providing educational and welfare guidance
  - (c) assisting students in preparing individual action plans

- (d) following up student absence and tracking their course work
- (e) acting as the focal point in the maintenance of student discipline within the context of the Academy student disciplinary procedure
- (f) undertaking exit interviews with students
- (g) preparing administrative returns and reports as may be needed in relation to students, including destination records
- (h) writing student references
- (i) completing UCAS and other forms with students

- Participates in activities to publicise courses.
- Assists in planning and developing courses and course materials.
- Participates as a member of one or more course teams in employer liaison (as appropriate), maintaining standards and targets, reviewing and evaluating course provision and joint action planning.
- Provides advice and guidance to prospective students together with interviewing and APL work.
- Participates in student enrolment and induction.
- To plan, manage and ensure the effective deployment of the resource requirements for the services that are the responsibility of the role.
- Promotes and implement all Academy policies, particularly those which refer to health and safety, equality of opportunity, maintaining standards of student behaviour and safeguarding young people and vulnerable adults. Participates in Academy programmes of staff appraisal and continuing professional development.
- Develop effective working relationships internally and with external partners.
- To operate at all times in line with the Academy's values.
- To work towards the behaviours outlined in the Excellence in Teaching framework at Appendix A.

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

### Person Specification

| CRITERIA                    | ESSENTIAL  | DESIRABLE                       |
|-----------------------------|--|---------------------------------|
| Qualifications/Competencies | Degree or equivalent and qualified teacher status  |                                 |
| Relevant Experience         | Evidence of the ability to deliver consistently good or better teaching, learning and assessment and a proven track record or developing teams to plan and deliver an excellent learning experience<br><br>Experience of teaching with the 16-19 age group | Experience of quality assurance |

|                |   |  |
|----------------|---|--|
|                | <p>Experience of the pastoral care of students, monitoring their achievements and attendance</p> <p>Experience of course management</p> <p>Relevant industrial experience in the area concerned</p>   |  |
| Knowledge      | <p>A well-developed understanding of the particular needs of the 16-19 age group both in full-time education and employment and of the professional challenges by inner city students many of whom come from deprived backgrounds</p> <p>An understanding of and commitment to safeguarding young people and vulnerable adults.</p> <ul style="list-style-type: none"> <li>• motivation to work with children/young people/vulnerable adults</li> <li>• ability to form and maintain appropriate relationships and personal boundaries with children and young people/vulnerable adults</li> <li>• emotional resilience in working with challenging behaviours</li> <li>• attitudes to use of authority and maintaining discipline</li> </ul> | <p>Connected to the music industry in order to bring opportunities to the Academy and for the students to work with industry figures</p> |
| Skills/Ability | <p>Ability to teach on a range of courses in the subject area</p> <p>Ability to provide learning and tutorial support for students</p> <p>Excellent planning, organisation, IT and administrative skills, the ability to see projects through to a successful conclusion, and a general high level of efficiency</p> <p>Excellent oral and written communication skills</p> <p>Ability to work as part of a team and on own initiative</p>  |  |

|                 |  |  |
|-----------------|--|--|
|                 | Ability to promote and recruit for courses   |  |
| Personal Skills | <p>Demonstrate enthusiasm</p> <p>Aptitude for hard work, the ability to take initiatives, a flexible approach and an ability to implement change</p> |  |



## EXCELLENCE IN TEACHING: BEHAVIOUR FRAMEWORK

### A. In the classroom

- Passionate about subject area and passing knowledge onto learners
- Energetic in encouraging students' learning
- Understands and anticipates the changing needs of learners
- Listens to learners
- Creates a sense of order and routine to lessons
- Sets clear learning objectives
- Able to relate to learners
- Able to respond to learners and adapt accordingly
- Motivated to provide an inspiring environment for learners
- Able to signpost learners to relevant services
- Guides people through the focus on task
- Handles difficult situations with diplomacy and tact
- Helps to de-escalate potential conflict

### B. Personal qualities

- Motivated to drive professional standards through personal development
- Has industry experience
- Able to maintain optimism in the face of constant change
- Acts with integrity
- Maintains high standards of accuracy throughout all communication

### C. Interaction with management

- Builds effective relationships with colleagues and external stakeholders
- Is conscientious and timely in completing paperwork
- Solution-orientated to troubleshoot problems
- Motivated to analyse data about tasks
- Is open to new information, willingly adapting how we operate
- Creates the conditions for collaboration, co-operation and team capability
- Is tenacious in achieving results
- Invests time to seek long-term solutions