HAMMERSMITH Academy

Head of Music

(Maternity Cover)

Information Pack

January 2020

APPOINTMENT OF SUBJECT LEADERS

The Headteacher and the Governors of the Hammersmith Academy Trust invite applications for a Head of Music at this state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18 year olds. This is a fixed term appointment for up to one year to cover maternity leave. A job share between two experienced professionals may be considered. Sponsored by City of London Livery Companies; the Mercers' Company and the Information Technologists' Company, the Academy opened in September 2011 to Year 7 and Year 12 students and has grown to 894 on roll.

Applications are welcomed from well-qualified and experienced teachers with the appropriate skills, vision and desire to develop a highly effective and successful school where expectations are high and there is a strong focus on student achievement. Furthermore, the sponsors' networks of schools and colleges have track records of subject teachers moving into leadership positions, and of encouraging innovative classroom approaches.

BACKGROUND TO THE ACADEMY

The Academy (www.hammersmithacademy.org) combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy's specialisms in ICT and Creative and Digital Media.

The Academy is oversubscribed and continues to be highly successful, with over 800 applications for 130 spaces in Year 7 for 2019.

A Vision and Ethos statement is provided within the application pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful Academies and in areas of significant Academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers' other Academies in the West Midlands combined with the Information Technologists' experience of Academy improvement at Lilian Baylis Academy in Lambeth and their expertise and industry contacts in IT and Digital and Creative Media.

The Hammersmith Academy has the support of, and access to, the expertise and educational networks of the Mercers' group of 15 schools and colleges, which includes the nearby, highly acclaimed St. Paul's schools' (Independent), two 6th Form Colleges in the South-east, as well as the Thomas Telford family of Academies. Further details of the sponsors' educational activities can be found on their websites www.wcit.org.uk and www.mercers.co.uk. The sponsors also have strong links with international IT industries and with the City of London.

THE POST

We are seeking to appoint a dynamic and inspiring Head of Music. The successful applicant will be a well-qualified, experienced specialist who is committed to achieving high standards and developing each child to their potential.

This is an excellent opportunity for personal and professional development as your role will evolve as the Academy continues to develop and will include elements of curriculum leadership, pastoral leadership and potentially some academy wide responsibilities.

If you are an outstanding leader with high expectations, who can achieve the highest standards from your students and staff team and can create a culture of success through challenge and innovation as well as instil a love of learning, we would like to hear from you. You will need to demonstrate the following in the development of a successful Academy in line with the sponsors' vision:

- Leadership, vision and drive to raise educational standards;
- An inclusive approach to a school ethos of achievement;
- Commitment to a varied and effective range of teaching methods underpinned by modern technology and on-line learning approaches, and to the development of students as effective autonomous learners;
- Provide excellent leadership which promotes the highest standards of teaching in the subject area;
- The ability to combine clear vision and the translation of ideas into action;
- Commitment to the benefits to students of a longer taught day and an extensive enrichment programme;
- Determination to achieve ambitious targets and outcomes;
- Responsibility and accountability for all decisions taken;
- Ability to work effectively with others and represent the Academy to the local and wider community;
- Lead, develop and implement an innovative and creative online curriculum and learning programme;
- Utilise the most appropriate resources for the subject area and ensure that they are used efficiently, effectively and safely whilst providing value for money;
- Secure excellent progress and attainment of students in the subject area;
- Play a role in the leadership of the pastoral structure within the Academy;
- Develop and implement policies, plans, targets and practices within the context of the Academy's vision and ethos.

HEAD OF MUSIC
(MATERNITY COVER)
SALARY: INNER LONDON MPS/UPS
TLR2B - £4,813

REQUIRED: April 2020

JOB DESCRIPTION

Accountability
You are accountable to the Head of Faculty of HArts for all work undertaken.

Leadership and Management
- Lead the Music team together with the Head of Faculty by providing a professional, positive, pro-active and creative approach
- To participate in the Performance Management process as a reviewee and, where appropriate, as a reviewer and to support staff in achieving their Performance Management targets
- Support the Head of Faculty in implementing whole school practice
- Promote the well-being/morale of colleagues and resolve any conflict/difficulties between them
- Support the Head of Faculty to tackle underperforming teachers/colleagues and support, manage and delegate job roles within the Faculty
- Represent the views of the Faculty in different forums
- With the Head of Faculty, contribute to whole school strategic planning where appropriate
- With the Head of Faculty, manage Music finances and resources
- To be aware of the health and safety of all members of the school community and to deal with or report any areas of concern immediately
- To complete any additional responsibilities as required by the Headteacher

Achievements and Standards
- To lead and assure the attainment and progress of Music students
- Analyse baseline data and exam results to ensure students and staff are working towards aspirational targets in Music
- To ensure that appropriate assessment strategies are implemented and fully understood by parents, students, teachers and external partners
- Track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work
- Monitor the quality of achievement through sampling student work and ensure that benchmarking of students is implemented within the department in line with Faculty expectations
- Support the Head of Faculty to take responsibility for overall behaviour management within the Faculty to ensure a safe, secure and structured learning environment

The Quality of Provision
- To ensure that, in Music, provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Post 16 work (or relevant phase as appropriate) and to provide the latest learning resources for students and teachers
- To review the curriculum in light of governmental changes or improvements to benefit students' engagement and achievement
- Lead departmental subject analysis, self-evaluation and update DDP in the light of departmental self-evaluation, whole academy self-evaluation and ADP
- Model effective learning and teaching and to act as a team leader in preparing modules for the curriculum
- Observe and review the quality of teaching in the department and the Faculty

- Be visible on corridors and ensure transitions are smooth (supporting teachers with line up)
- Identify and implement strategies for raising attainment in Music with the relevant departments - particular focus on book scrutiny; literacy and differentiation etc.
- Lead rewards for Music; letters home, certificates, corridor displays
- Support the Head of Faculty in Faculty meetings by organising the sharing of good practise across the department - in particular on Music
- Promote a stimulating learning environment which encourages students to learn with attractive and well-kept displays
- Promote cultural entitlement through the provision of a broad range of enrichment activities including the organisation of trips for Music

Professional/Personal Development and Well Being

- Develop a team ethos in the department and across the Faculty
- Provide opportunities for staff to discuss their own personal development and well being
- Lead on induction for new staff and beginner teachers - in terms of how to teach Music, understand policies we follow, and expectations for lesson delivery, marking and feedback
- Support staff in receiving appropriate CPD and career development which meets the needs of both the individual, the Faculty and the school
- Assist with the appointment of new staff, where appropriate
- Support Faculty staff who may have to deal with challenging parents

Learners, Parents/Carers and Stakeholders

- To carry out any pastoral support roles (including being a tutor) as required
- Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate
- Liaise with parents, carers and stakeholders in order to facilitate the flow of information about students
- Make presentations to all stakeholders

SUBJECT TEACHER JOB DESCRIPTION

Accountability

- You are accountable to the appropriate Line Manager for all work undertaken.

Corporate Responsibilities

- To contribute positively towards developing the Academy's ethos, philosophy and ideology.

Curriculum Responsibilities

- Within your subject area, to ensure that provision is made for all students to satisfy the requirements of Key Stage 3, Key Stage 4 and Post 16 work.
- To reflect the sponsors' vision and embed in the principles underlying the Academy's curriculum framework in preparing, teaching and developing with others (staff members and partners from industry and commerce) aspects of the curriculum.
- To ensure that appropriate assessment strategies are utilised and fully understood by parents, students, and external partners.
- To work with the Subject Leader in preparing modules for the curriculum.

Pastoral Responsibilities

- As a Personal Tutor to undertake delegated responsibilities for the pastoral care of a group of students, fully implementing the Academy's pastoral philosophy.

Fabric Responsibilities

- To ensure that the spaces for learning given into your care are attractive and well kept.
- To devise strategies to ensure that the students' work is well displayed and that the area is free from litter and graffiti and conducive to creating a safe and stimulating working environment.

Community Responsibilities

- To involve industry, parents and educationalists as fully as possible in the life and development of the Academy.

Industry & Commerce Responsibilities

- To ensure that contributions to curriculum design and delivery by industrial and commercial partners assigned to you are made within a spirit of full collaboration.

Appraisal Responsibilities

- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs.

Teaching Responsibilities

- To prepare, plan and teach the agreed curriculum utilising as fully as possible the Information Technology System available in the Academy.
- To track and monitor individual students and different cohorts of students and make appropriate interventions to tackle under-achievement of students' work.
- To take responsibility for overall behaviour management within classes to ensure a safe, secure and structured learning environment.

Other

- Comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To carry out other reasonable tasks from time to time as directed by the Headteacher.

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REQUIRED: April 2020

PERSON SPECIFICATION AND SELECTION CRITERIA

Qualifications and professional development:

- Qualified Teacher Status.
- A sound academic background in the subject.
- A good track record of recent, relevant professional development.

Successful experience of:

- Successfully working in a comprehensive school, preferably across the 11 to 18 age and ability range.
- Leading and managing others.
- Raising levels of achievement.
- Leading innovative curriculum development.
- Organising and delivering INSET.
- Managing and involving others in developmental work.
- Using ICT for curriculum and administration purposes.

Knowledge and understanding of:

- Recent developments in the teaching and learning of the subject.
- Strategies for raising achievement in the subject and across the whole school.
- Different teaching and learning styles.
- The use of performance data to track student progress and monitor achievement.
- Strategies for ensuring equal opportunities for staff and students.
- The implications of the Creative and Digital Media and ICT Specialisms.

Proven ability to lead and manage others to work towards common goals

- Secure commitment to clear aims and objectives for the subject.
- Prioritise, plan and organise.
- Work as part of a team.
- Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement.
- Acknowledge and utilise the experience, expertise and contribution of others.
- Set standards and provide a role model for students and other staff.
- Devolve responsibilities and delegate tasks, as appropriate.
- Seek advice and support when necessary.
- Command credibility and use your expertise to influence others.
- Make informed use of research and inspection findings.
- Apply good practice to and from other subjects and areas.

Proven ability to make decisions and solve problems

- Judge when to make decisions, when to consult with others, and when to defer to the Senior Leadership Team.
- Analyse, understand and interpret relevant information and data.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Communication skills

- Communicate effectively, orally and in writing, with staff, students, parents, governors, external agencies and the wider community, including business and industry.
- Negotiate and consult effectively.
- Ensure good communication with, and between, staff who teach and support the subject.
- Chair meetings effectively.

Self-management

Ability to:

- Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.

Attributes and attitudes

- Personal impact and presence.
- Adaptability to changing circumstances and new ideas.
- Evident enjoyment in working with young people.
- Energy, vigour and perseverance.
- Highest possible expectations of self and others.
- Self-confidence and enthusiasm.
- Intellectual ability.
- Vision, imagination and creativity.
- Reliability, loyalty and integrity.
- Commitment and determination to succeed.
- Ability to manage and overcome setbacks.
- Ambition and the potential for further promotion.
- An excellent record of attendance and punctuality.

HOW TO APPLY

Please complete the **application form** which includes a supporting statement, and a monitoring form. With reference to the Job Description and Person Specification write a supporting statement to show your skills, attributes and abilities to teach in the subject within Hammersmith Academy (no more than 2 x A4 sides - min.11pt font) and give evidential examples to support your points. Your statement should include the following points:

a. How you have inspired students in your subject area to make excellent progress;
b. Explain how you would support the development of your subject area to achieve the highest standards; and
c. With clear reference to your skills, how you can significantly contribute to Hammersmith Academy within your subject area and beyond, including the use of ICT and Digital Media.

For additional information about Hammersmith Academy please visit our website:
www.hammersmithacademy.org

Closing Date: Friday, 24th January 2020 at 9.00am
Interviews: Week beginning 27th January 2020 – date to be confirmed

Candidates may be invited for interview upon receipt of a completed Application Form prior to the closing date. Early application is therefore advised.

All applications will initially be acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. These posts are subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.

Hammersmith Academy is an Equal Opportunities employer and does not discriminate on grounds of gender, race, age, disability or marital status.

Please note that, as part of Hammersmith Academy's Green approach and our commitment to reducing the impact of vehicular access to the Academy on the local and global environment, there is very limited parking and all staff are therefore encouraged to travel to work by public transport.

HAMMERSMITH ACADEMY

INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement;
- A highly developed sense of responsibility and pride in their own performance;
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability;
- An ability to work collaboratively and develop team cohesion;
- An aptitude for research, enquiry, problem solving and creativity
  Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each

other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success. We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power- -primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power – a deep understanding of the links between self-management and problem solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.