Clarence
International School

Specialist Music Teacher

Professional Responsibilities

The post holder will be required to exercise her/his professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

1. Development of the school

- Supporting and actively promoting the vision, positive ethos and policies of Clarence International School (CIS) and working to continually elevate the quality of teaching, learning and pupil attainment.
- Contributing purposefully to achieving the priorities and targets which the school sets for itself, and playing a leading role in the implementation of an innovative and arts-focused curriculum.

2. Teaching and Learning

- Working collaboratively with class teachers to make meaningful musical connections within thematic units and enhance cross-curricular learning experiences.
- Ensuring high standards of music teaching, learning and attainment for all pupils across a range of musical strands, including singing, instrumental playing, listening and appraising, composition and improvisation, and movement to music, appropriate to the Early Years.
- Planning and preparing stimulating, rigorous and engaging music lessons that consistently challenge pupils and reflect a thorough understanding of their individual needs, abilities and developmental stages.
- Ensuring that music provision aligns with the EYFS areas of learning and supports communication and language development, physical development, expressive arts and design, and personal, social and emotional development.
- Providing timely, precise oral and written feedback that enables pupils to reflect on their musical learning, refine their techniques and make strong progress over time.
- Contributing to the ongoing improvement of the school's assessment procedures in music and ensuring they are implemented reliably.

- Maintaining high expectations for behaviour and establishing a positive, calm and purposeful music room environment that promotes creativity, active listening, independence and respect for instruments and shared space.
- Organising and contributing to performances, concerts, assemblies and community music events that celebrate pupil achievement and enrich the cultural life of the school.

3. Management

- Directing, guiding and holding support staff accountable for their contribution to music lessons and the wider musical provision, where relevant.
- Managing music resources responsibly, including procurement, tuning, maintenance and safe storage of instruments and equipment.
- Working diligently with the whole school team to ensure excellent communication, shared standards and consistent practice across the school.
- Supporting colleagues in developing their confidence and skills in delivering high-quality musical experiences within their own classrooms.

4. Other Specific Responsibilities

- Participating fully and constructively in continuing professional development (CPD) activities, with a commitment to ongoing improvement in both musical and pedagogical practice.
- Engaging actively in the review and management of performance, including acting on feedback promptly and effectively.
- Supporting local day trips, visiting musicians and community partnerships in liaison with the team and school leaders, ensuring high-quality learning experiences for all pupils.
- Registering attendance and supervising pupils before, during and after school with a high standard of care and responsibility.
- Planning and running high-quality extra-curricular music clubs, ensembles or choirs that enrich pupils' musical experiences.
- Contributing to and attending whole-school and community events throughout the year, including seasonal performances and celebrations.
- Take on other duties and responsibilities as directed by the Senior Leadership Team.

Person Specification

Experience

- Successful and demonstrably strong teaching experience in music education within an Early Years setting or equivalent.
- Experience in planning and delivering a progressive music curriculum across multiple age groups.
- Experience in accurately assessing pupils' progress in music and using assessment to improve outcomes.
- High level of personal musicianship, creativity and passion for innovative music education, with strong vocal skills and proficiency in at least one instrument (e.g. piano, guitar, ukulele or another classroom instrument).
- Experience of organising performances, concerts or musical events is desirable.

Disposition – evidence of:

- Personal and intellectual qualities required to model professionalism and high standards at all times.
- A genuine passion for nurturing musicality, curiosity and self-expression in young children.
- Ability to work independently with strong initiative and a proactive approach.
- Unwavering commitment to excellence and to raising the skills, progress and achievements of all pupils.
- Flexibility, drive, resilience, energy and enthusiasm.
- Approachability and a sense of humour.

Knowledge, skills and abilities:

- Secure and up-to-date knowledge of music pedagogy and child development, particularly within the Early Years Foundation Stage framework.
- Strong understanding of how musical development supports wider cognitive, linguistic, social and emotional growth.
- Ability to design a progressive, skills-based music curriculum that builds technique, vocabulary, aural awareness and musical confidence over time.
- Excellent classroom management skills and the ability to create a structured yet creatively inspiring environment.
- Strong organisational skills, including effective resource management, instrument care and lesson planning.
- Ability to be an effective, reliable team player with a clear understanding of how specialist teaching contributes to whole-school improvement.
- Excellent verbal and written communication skills, with the ability to communicate professionally and confidently with all stakeholders.
- Ability to work under pressure, prioritise tasks and manage time effectively in order to meet deadlines.