



St Simon Stock Catholic School

Job Title: Subject Leader of Music (Sickness cover)

Salary Grade: TLR 2a

Line Manager: Assistant Principal (TBC)

Main Purpose:

- To provide strong strategic leadership of the Music Department so that students achieve and progress in the subject for the duration of the sickness cover.
- To ensure that all young people make at least expected progress and that ambitious targets for student performance are met in all Key Stages taught.
- To continue to develop an innovative and progressive curriculum in Music lessons which is supported by world-class opportunities for students.

General Responsibilities:

1	Catholic Ethos in the Department	
1.1	Leading by Example	Act as a role model for students and staff in the respect and traditions of the Catholic faith by: <ul style="list-style-type: none"> championing the gospel values maintain an up-to-date understanding of the requirements of Catholic Education Ensure the department ethos is aligned with the school, cluster and Trust ethos

2	Leading Teaching in the Department	
2.1	Excellence in the classroom	<ul style="list-style-type: none"> Plan and deliver well-sequenced lessons Develop and maintain extremely high expectations of behaviour for learning Promote a culture of independent learning Enable all students to achieve their full academic potential in Music Regularly and consistently review the students' acquisition of knowledge and understanding Intervene efficiently and effectively to promote and accelerate student progress
2.2	Commitment to CPD	<ul style="list-style-type: none"> Demonstrate a desire and passion to continually improve your own practice Read widely and often about the best practice in Music and general pedagogy Enhance your own subject knowledge Engage fully with research and development of teaching and learning Investigate and visit other settings to draw on best practice in Music teaching
2.3	Leading by example	<ul style="list-style-type: none"> Ensure that you champion excellent pedagogy Model the high expectations of teaching and learning for others

3	Literacy & Oracy in the Department	
3.1	Teacher of Literacy	<ul style="list-style-type: none"> All teachers are expected to champion and explicitly teach literacy Model high expectations of written and spoken English Explicitly teach key vocabulary (not just subject specific) and reinforce through regular retrieval Identify students who need to develop their literacy skills and intervene appropriately Insist that students write in full sentences as often as is appropriate Provide regular feedback which develops accurate spelling and grammar
3.2	Teacher of Oracy	<ul style="list-style-type: none"> All teachers are expected to champion and explicitly teach oracy Model high expectations of spoken English and insist that student emulate this Ensure students speak in complete sentences using correct grammar and pronunciation Encourage students' eloquence by reducing their reliance on filler words, e.g. "um", "er" Celebrate good oracy



Key Responsibilities:

4	Leadership of the successful delivery of Music	
4.1	Vision	<ul style="list-style-type: none"> Develop a clear vision for the future direction of the Music Department.
4.2	Improvement Planning	<ul style="list-style-type: none"> Lead the department's strategic planning processes, rooted in accurate, critical self-evaluation Complete a Department Improvement Plan (DIP) annually and use this to drive improvement Ensure the DIP is appropriately and effectively resourced Monitor the impact of the DIP
4.3	Accurate evaluation	<ul style="list-style-type: none"> Undertake regular audits and quality assurance checks within Music Use this information to lead the self-evaluation process Review the implementation and impact of school and department initiatives
4.4	Role Modelling	<ul style="list-style-type: none"> Act as a role model to others, demonstrating high standards of professionalism in all aspects
4.5	General Administration	<ul style="list-style-type: none"> Provide appropriate, accurate and timely management information to enable continuous evaluation Quality assure information required by various stakeholders Design and implement departmental procedures that complement School policies & procedures

5	Music Curriculum	
5.1	Intent and design	<ul style="list-style-type: none"> Clearly articulate to all stakeholders the intent of the Music curriculum To develop an innovative and progressive curriculum in Music Ensure this reflects the ethos of the School and meets the needs of all students Ensure that all statutory requirements of the National Curriculum are met Maintain up-to-date knowledge of initiatives and developments and incorporate these elements
5.2	Implementation	<ul style="list-style-type: none"> Develop differentiated schemes of work at all taught Key Stages so that all make progress Develop and use high quality resources for the delivery of the curriculum Incorporate assessment into all aspects of curriculum planning Ensure the teaching and learning meets the needs of all students (including SEN, PP, PA)
5.2	Curriculum Review	<ul style="list-style-type: none"> Review, evaluate and improve the design and delivery of the curriculum on an ongoing basis

6	Resources Management, Facilities and Health & Safety	
6.1	Health & Safety	<ul style="list-style-type: none"> Safeguard young people, ensuring all aspects of H&S are adhered to in lessons and performances To be aware of the need for security and of the importance of implementing H&S policies
6.2	Financial management	<ul style="list-style-type: none"> Oversee the department's budget Ensure the use of financial resources has a clear impact on improving student outcomes Ensure that physical resources to deliver the curriculum are acquired and maintained effectively
6.3	Facilities	<ul style="list-style-type: none"> Ensure the accommodation is used effectively to meet the needs of students and the curriculum Ensure that the interior and exterior of the building are maintained Ensure the condition of the teaching spaces reflect the ethos of the cluster and school

8	Measuring Impact and Reporting	
8.1	Pupil Progress	<ul style="list-style-type: none"> Provide regular reports on student performance based on internal assessment data Provide regular reports on student performance based on externally verified examination results
8.2	Underachievement & Intervention	<ul style="list-style-type: none"> Identify underachievement and plan effective interventions to address this Regularly report this underachievement and the plans to intervene
8.3	Examinations	<ul style="list-style-type: none"> Ensure that appropriate arrangements are made for examination entries and any other NEA
8.4	Outcomes	<ul style="list-style-type: none"> Meet the aspirational targets set for students in Music at in all Key Stages



9	Developing & Maintaining Strong Community Links	
9.1	KCSP & Cluster Collaboration	<ul style="list-style-type: none"> Develop strong collaboration with the Music Department in St Gregory's Catholic School Develop strong links with all Music leaders within KCSP
9.2	Outreach	<ul style="list-style-type: none"> Develop outreach initiatives which promote the dept in the community, including primary schools Support staff as appropriate in other Trust schools
9.3	Parental Engagement	<ul style="list-style-type: none"> Create and implement ways of actively involving parents and carers in the learning process
9.4	World Class Opportunities	<ul style="list-style-type: none"> Facilitate a broad range of activities to deepen and broaden students' experiences in Music Support initiatives and projects in the Music Assist with productions and inter-house competitions in Music and other related performance

This job description outlines the main duties and level of responsibility of the post for the time being. It is not a comprehensive or exclusive list and it cannot anticipate future service demands. There is a clear expectation of the post holder that they will make a positive contribution to enhancing and adapting services.

Job descriptions will be reviewed, in consultation with the post holder, at least annually or whenever there may be a significant change to the role of the job holder.

Sign and date below to confirm that both parties have reviewed this job description, agreed any amendments and confirm that it reflects the current responsibilities expected of the postholder.

Academy Principal	Date	Post Holder	Date
	Click or tap to enter a date.		Click or tap to enter a date.



Person Specification:

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school.	E
	Experience in leading acts of worship in Catholic schools.	D
	A practising Catholic.	D
Qualifications	At least five GCSEs grade C and above (or equivalent)	E
	Honours Degree or equivalent & QTS	E
Experience	Successful history of results in terminal examinations	E
	Experience in leading change within a department.	D
	Experience of leading/coordinating professional development opportunities.	D
Professional Development	Ability to identify own learning needs.	E
	Willingness to engage in CPD.	E
	Able to train and support peers.	E
	Evidence of continuing professional development relating to wider school and curriculum/teaching and learning.	E
	A commitment to continued professional and personal development	E
	Potential for promotion within the school.	D
Leadership	Able to lead on the development of key materials and initiatives.	E
	Ability to inspire and motivate staff, students, parents and key-stakeholders to achieve the aims of Catholic Education.	E
	Ability to support staff within the faculty to achieve its vision.	E
	Ability to create a compelling vision and secure commitment from team	E
Teaching & Learning	Knowledge of a range of successful teaching and learning strategies to meet the needs of all students.	E
	Secure knowledge of the specifications for Music.	E
	Excellent subject knowledge	E
	Experience of teaching in all Key Stages	D
	Knowledge and experience of exam board requirements.	D
	An understanding of assessment strategies and the use of assessment in all Key Stages.	D
	Experience of effective monitoring and evaluation of teaching and learning.	D
Skills, Qualities & Abilities	Empathy with pupils from Key Stage 3 upwards.	E
	Excellent communication skills.	E
	Excellent interpersonal skills	E
	Excellent organisation skills	E
	Dedication.	E
	Ability to remain positive and enthusiastic when working under pressure.	E
	Ability to organise work, prioritise tasks, make decisions and manage time effectively.	E
	Potential for further promotion.	D