

# The City of London Academy Highbury Grove

**Post: Curriculum Leader - Music**

**Grade: Inner London Pay Scale + TLR 1b £10,716 per annum**

**Start date: September 2023**



We are looking to recruit a dynamic, skilled and creative Curriculum Leader who is passionate about Music. With responsibility for managing the Music team you will need strong leadership and interpersonal skills that promote high quality teaching. You will be responsible for the development and management of this forward thinking department. We are looking for a Curriculum Leader who will embrace our drive to ensure that Music is at the core of our curriculum and has students' progress at the forefront of their teaching.

We are supported by the Music in Secondary Schools Trust (MiSST); which helps to afford every student in Years 7-9 the opportunity to learn an orchestral instrument in a classroom setting. In addition to this a large number of students have individual instrumental lessons, rehearse with our many different musical ensembles and are a part of our varied performance calendar. We have over 700 instruments which are loaned out to students.

This is a fantastic opportunity to be part of the team to bring the Academy forward to achieving its ambition to be an Outstanding Academy. We're committed to providing first-rate training and development to all of our staff, as well as excellent career advancement opportunities within this evolving Trust.

We believe exceptional teachers create exceptional results; they transform lives and transform futures. They support every student to achieve their full potential and become a confident, resilient and compassionate individual who can make a positive contribution to society. We believe that exceptional teachers like you should be supported too, with all the opportunities you need to develop and achieve your goals.

The City of London Academies Trust (CoLAT) is driven by ambition: to deliver world-class results as we combine the heritage and tradition of the City of London with creativity and innovation. We have a proven track record of school improvement, offering students an exciting curriculum and opportunities to perform, showcase their talents and experience the world of work outside of the classroom.

If this role is of interest to you and you can contribute to our future success, an application pack is available on our website: [www.highburygrove.co.uk/staff-vacancies](http://www.highburygrove.co.uk/staff-vacancies) Completed forms should be emailed to [hr@highburygrove.co.uk](mailto:hr@highburygrove.co.uk)

For more information visit: [www.highburygrove.co.uk](http://www.highburygrove.co.uk)

**Closing date for applications is: 9.00am Wednesday 24 May 2023.**

**Interviews will take place on Friday 26 May 2023.**

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

City of London Academies Trust supports Equal Opportunities Employment.

City of London Academies Trust Company Registration No. 04504128.



## Music Department Information

### Our Intent

Students studying Music at CoLAHG experience a rich and varied curriculum. In addition to immersion in the Music-specific strands of Performing, Composing and Appraising, students also become adept at working with others, alongside developing transferrable skills including resilience and creativity.

Through these strands students gain detailed knowledge of a wide range of musical genres and the elements of music. All students in Year 7-9 learn how to play an instrument and how to manipulate the elements of music to create their own compositions. Students also learn how to listen critically and analytically to music. Long-term memory is integral to the study of Music; this is a key feature of the structure of the curriculum, particularly in Performing and Appraising. Music is accessible to all students and those with SEND often find the practical aspect of Music lessons to be something in which they can achieve well.

The Music curriculum, in conjunction with our extensive extra-curricular and enrichment offer, supports students in developing into knowledgeable, well-rounded individuals with a sense of pride in having gained new skills. Because of the extensive range of skills that Music students develop there is potential for careers both inside and outside of the Music industry.



### Our Partnership with the Music in Secondary Schools Trust (MiSST)

Highbury Grove was the founding school for the Music in Secondary Schools Trust, which now supports a range of Music departments around the country in providing instrumental tuition and a wide range of performing opportunities. MiSST funding enables all Key Stage 3 students at Highbury Grove to learn an orchestral instrument free of charge (including free loan of the instruments), and the Academy works closely with MiSST to discuss matters including curriculum development and performing opportunities.

### Our Curriculum – Key Stage 3

Students in Key Stage 3 follow the MiSST Andrew Lloyd Webber Programme, through which they learn an orchestral instrument while also developing skills in composing and appraising. Our Key Stage 3 curriculum follows two strands – Core Music, which is our main offer, and Music Specialist School (MSS) which encompasses additional music lessons and enrichment, and is opted into by 25-30% of each year group.

#### Core Music

**Year 7** students have a two-hour Music lesson each week, one hour of which is devoted to small-group ensemble tuition (either flute or violin/viola; supported by peripatetic teachers), and the second focuses on appraising and composing linked to termly topics.

**Year 8 and 9** students have a one-hour Music lesson each week, focused on small-group ensemble tuition (again, supported by peripatetic teachers) but also encompassing listening activities and composing using their instruments, with the aim of studying termly topics through instrumental work.

#### Music Specialist School

All MSS students received weekly paired lessons on an orchestral instrument as part of our peripatetic timetable. Their classroom lessons (2 hours for year 7; 1 hour for year 8 and 9) focus on appraising and composing skills linked to termly topics, while an additional 1-hour lesson after school enables all MSS students in each year group to rehearse and perform together as an orchestra.

## Our Curriculum – Key Stage 4 and 5

In Years 10 and 11, there are currently 32 students studying GCSE Music (one class per year group). Results for GCSE Music are consistently amongst the highest in the school in terms of progress. Class sizes at A Level are small but consistent, with 2 students currently in Year 13, and an anticipated class of 4-5 students for next year's Year 12. A Level Music students often go on to study Music at university or Music college.

### Music Enrichment

The COLAHG Music department boasts a wide range of extra-curricular ensembles, including 3 orchestras, concert band, jazz band, choir, rock bands and various chamber ensembles. Our Senior Orchestra performs at a high standard, regularly learning movements from symphonies and other full orchestral works. The department puts on three major concerts per year, in addition to a variety of additional performance opportunities including the annual 'School of Rock' gig and musical accompaniment to a range of whole-school events. Furthermore, termly whole year group Key Stage 3 performing assemblies enable all students to perform on their instruments to an audience of family and friends three times each year.

COLAHG students have the opportunity to perform at a variety of external venues by way of our partnerships with MiSST and The City of London Family of Schools – in recent years these have included Milton Court Concert Hall, Cadogan Hall, the Hackney Empire, the Barbican and London Palladium. These partnerships also enable students to take part in various projects with other



schools – including the regular 'MiSST Together' concerts featuring Key Stage 3 students, 'MiSST Create' projects enabling Key Stage 4 students to compose with, and for, professional musicians, and one-off opportunities such as last year's Lord Mayor's Appeal 'Don Giovanni' project with Garsington Opera.

As part of the Academy's annual Activities Week, the Music department runs an international concert tour, which has most recently travelled to Germany and Austria. Students are also given the opportunity

to take part in music production workshops and to develop their music technology skills as part of this week.

### Facilities and Resources

The Music department is housed in the heart of the Academy, over two floors. There are five full-sized classrooms including two Mac suites, a keyboard suite and a dedicated ensemble rehearsal room, in addition to 7 peripatetic teaching rooms, a recording studio and an office. A full sized-Yamaha grand piano is kept in the Academy main hall, where retractable tiered seating and movable staging are also available for concerts, while a smaller grand piano is kept in one of the classrooms. The department owns a wide variety of orchestral instruments – including all of those that are loaned out to Key Stage 3 students – as well as a whole-class set of electronic keyboards and high quality percussion instruments including two drum kits and pedal timpani.

## Music Department staff

The Music Department is led by the Curriculum Leader, supported by a Deputy Head of Music, two further classroom teachers (one of whom is an Assistant Principal) and a full-time technician/administrator. There is also a large peripatetic team employed directly by the school, teaching over 200 students each week and supporting ensemble rehearsals and concerts.



## Curriculum Leader - Music Job Description

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**Accountable to:** Vice Principal/Assistant Principal

**Disclosure level:** Enhanced

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### Job Purpose

#### **The Curriculum Leader – Music will be expected to:**

- Work with the Senior Leadership Team to secure the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding leadership that establishes the academy as a leading provider of high quality education for its students.
- Deliver the highest possible educational standards and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- Assist the Senior Leadership Team in the effective day-to-day organisation and management of the academy and contribute to the leadership capacity of the academy.
- Secure the achievement of specified Key Performance Indicators and targets for Music as identified in the Academy Strategic Plan.
- Manage standards of learning and behaviour in the department on a day-to-day basis ensuring staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Provide high quality professional leadership and management for Music teachers to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.
- Support the delivery of exceptionally high standards of literacy and oracy across the academy.
- Be accountable for the attainment and progress in Music of all students at the academy.
- Be prepared to support the overall aims of the academy by teaching a subject other than Music where reasonably required and by showing flexibility in approach as the academy expands.
- Be prepared to occupy a one year temporary position on the Senior Leadership Team, on rotation or by appointment.
- Aspire to create enrichment opportunities for students to perform at local and national level, in line with language programmes and facilities that can be found in the Trust's most successful independent schools.

### Key Responsibilities

#### **Be accountable to the CoLAT through the Senior Leadership Team, Governing Body and CEO for:**

- The attainment and progress in Music of all students at the academy.
- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- Advising and reporting to the Senior Leadership Team as required.

#### **Contribute (with the academy Senior Leadership Team) to:**

- Developing the aspirations and self-belief of all students, thereby securing high quality outcomes for all.
- Developing strong productive relationships with a wide range of stakeholders to maintain a learning community that strives for personal growth.
- Effective self-evaluation of outcomes, practice and consequent planning for improvement for the academy.

#### **Lead teaching and learning in Music through:**

- Teaching Music to all age groups, in particular the most difficult and crucial exam classes.
- Regularly using data to monitor and evaluate the progress and attainment of groups and individuals across all year groups in Music and putting in place appropriate interventions to improve their achievement.
- Fulfilling the requirements of all academy policies.

- Maximising students' progress and attainment in Music by liaising closely with the Senior Leadership Team, other Curriculum Leaders and teachers and the Faculty of Learning.
- Liaising with local feeder schools to ensure smooth transition of skills and content from KS2-3.
- Monitoring the setting and completing of homework in Music.
- Being a form tutor and Personal Adviser.

#### **Fulfil leadership and management responsibility through:**

- Line managing, performance managing and coaching staff within the Music department.
- Developing the work of the Music department, raising the level of attainment in Music in accordance with academy targets and expectations.
- Challenging underachievement and underperformance of students and staff at all levels and ensuring appropriate action is taken.
- Monitoring and identifying underachieving students from performance data.
- Visiting lessons regularly to ensure the quality of teaching and learning in Music is closely monitored.
- Patrolling corridors regularly to ensure high standards of behaviour in the Music department and around the academy site.
- Promoting exemplary standards of conduct, ensuring a continuous and consistent focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.
- Providing an approachable, authoritative and visible presence in and around the academy.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.
- Fulfilling a strategic leadership role as part of the academy Middle Leadership Team, contributing to the development of the academy and its policies.
- Performing other duties to be determined in discussion with the Senior Leadership Team.

#### **Strengthening Community**

- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Actively support the diversity of the academy's communities and students.

#### **Safeguarding and Promoting the Welfare of Children**

- Have knowledge of, and adhere to, safeguarding policies and procedures.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.

#### **Other Responsibilities**

- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

#### **Standards/Quality Assurance and Additional Responsibilities**

- Fulfil a negotiated teaching commitment and be an excellent classroom practitioner.
- Uphold the academy's behaviour code and uniform regulations.
- Develop links with governors, LEAs and neighbouring schools/academies.
- Conduct assemblies, detentions and duties as designated by the Principal.
- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional Music standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Lead, attend and participate in meetings, open evenings and student performances. Compile statistical returns as required.

### **Key Organisational Objectives**

The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the academy's commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

### **Associated Duties**

The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken in the course of employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the postholder to ensure that professional duties are discharged effectively.

### **Special Conditions of Service to Note**

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Parent Days, Consultation Weeks, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

### **Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Date of issue: .....

Signature of postholder: .....

Signature of Chair of Governors: .....

### **Safeguarding Children**

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible

working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

# City of London Highbury Grove



CITY OF LONDON  
ACADEMY  
HIGHBURY GROVE

## Person Specification

### Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

### Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

### Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

	Essential	Desirable
<b>Qualifications</b>		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
Evidence of continuing professional development	✓	
<b>Experience and Skills</b>		
Leadership experience, including managing staff and students		✓
Demonstrable experience of improving student outcomes	✓	
Experience of having made a significant contribution to the success of an academy through its leadership, student outcomes and ethos		✓
Experience of effective quality improvement within a school environment		✓
Understanding of innovative approaches to teaching and learning	✓	
Understanding of the National Curriculum and OFSTED Framework	✓	
Demonstrable experience of high quality teaching and learning	✓	
Experience as a form tutor and/or pastoral work	✓	
Positive effective strategies for whole school behaviour management	✓	
Experience of supporting staff to optimise attainment and progress of students	✓	
Ability to use data and ICT effectively to assess performance and raise achievement	✓	
Experience of working with children with significant barriers to learning	✓	
Ability to organise whole school/year based activities	✓	
Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEND		✓

Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to professional development of staff, achievement of department aims, and to the efficient running of the faculty	✓	
<b>Teaching and Learning</b>		
Outstanding learning secured for students through outstanding teaching and a calm, orderly environment	✓	
Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes	✓	
<b>Vision and Strategy</b>		
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	✓	
Willingness to engage with parents in order to encourage their close involvement in the education of their children	✓	
Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards	✓	
Knowledge of the Academy Strategic Plan and the role to be played by the Curriculum Leader for Music	✓	
<b>Leadership</b>		
Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed	✓	
Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students	✓	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	✓	
A deep commitment to the safeguarding and wellbeing of all students	✓	
<b>Leading Relationships with Stakeholders</b>		
Commitment to working with others to secure the best outcomes for children	✓	
Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and other external relationships	✓	
<b>Work-Related Personal Qualities</b>		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Commitment to support the aims of the Trust	✓	
Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour	✓	
Evidence of commitment to and understanding of collective responsibility	✓	