Job Description – South Wilts Grammar School

Maths & Computing

Science

Job title Head of Music

Responsible to Line Managed by SLT member

Main Tasks
To be accountable for and to provide professional leadership and management for the Music Department; to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.

Persons line managed
- Music teachers
- Music Secretary
- Peripatetic Music Teachers (all are self-employed, but work under the direction of the Head of Music on a day-to-day basis).

Key Stages responsible for
- KS3 Music
- KS4 Music
- KS5 Music

Teaching and Learning Responsibility

2c £6,646

Strategic direction and development of the subject
Within the context of the school's aims and policies, to develop and implement subject policies, plans, targets and practices.

Teaching and learning
To secure and sustain effective teaching of the subject, monitor and evaluate the quality of teaching and standards of students' achievements, and set targets for improvement.

Leading and managing staff
To provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

Efficient and effective deployment of staff and resources
To identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

Other specific duties applicable to this post:

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and it may be subject to modification or amendment after consultation with the post holder.

The post-holder of Head of Music will be expected to show a commitment to, and lead, extra-curricular activities within the department. This may include lunchtime/after school and occasional weekend commitments.

1. Strategic direction and development of the subject may include

1.1 develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;

1.2 create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;

1.3 establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;

1.4 use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;

1.5 analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;

1.6 establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which;

- 1.6a contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- 1.6b are based on a range of comparative information and evidence, including in relation to the attainment of students;
- 1.6c identify realistic and challenging targets for improvement in the subject;
- 1.6d are understood by all those involved in putting the plans into practice;
- 1.6e are clear about action to be taken, timescales and criteria for success;

1.7 monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

2. Teaching and learning may include

2.1 ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;

2.2 ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;

2.3 provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;

2.4 ensure effective development of students' literacy, numeracy and information technology skills through the subject;

2.5 establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;

2.6 ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;

2.7 set expectations and targets for staff and students in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;

2.8 evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;

2.9 ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;

2.10 ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;

2.11 ensure that teachers of the subject know how to recognise and deal with racial stereotyping;

3. Leading and managing staff may include

3.1 help staff to achieve constructive working relationships with students;

3.2 establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.

3.3 Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);

3.4 audit training needs of subject staff;

3.5 lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations;

3.6 ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;

3.7 enable teachers to achieve expertise in their subject teaching;

3.8 work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs;

3.9 ensure that the headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

4. Efficient and effective deployment of staff and resources may include

4.1 establish staff and resources needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;

4.2 deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;

4.3 ensure the effective and efficient management and organisation of learning resources, including information and communications technology;

4.4 maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;

4.5 use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;

4.6 ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).

5. Other duties

Note: The postholder may be required to carry out other duties of a similar nature by the Headteacher. To be read in conjunction with the Professional Duties of a Teacher.

Signed …….. Date ……