



JOB DESCRIPTION FOR WHOLE COLLEGE MUSIC TEACHER

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Name:

Job Title: Music Teacher

Department: Whole College Music

Reports to: Head of College/Head of Campus (Pun Hlaing)

Effective Date: 1st August 2019

Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

Dulwich College International (DCI) recognises that exceptional and inspirational teachers are our most valuable resource in providing our students with an excellent international education. DCI teachers are ambitious for their students' learning and put students first in everything they do. They have the highest aspirations for their students' achievement and development, both in the classroom and through the many extra-curricular activities on offer. Our teachers actively promote the College's Mission and Vision through their enthusiastic and full participation in College life and their supportive engagement with students, colleagues and parents.

The DCI Learning Principles provide teachers with a clear focus to authentically evaluate student learning and use this as the driver to inform all decisions relating to curriculum, planning, assessment, professional learning. They are:

1. Learning is effective when it has a clear purpose	<p>Students take ownership and responsibility for their own learning. They reflect upon their learning to adjust, improve, set personal goals.</p> <p>Students understand the purpose of the learning and use what they already know to construct new understanding.</p>
2. Learning is effective when it is adapted and applied	<p>Students make connections between knowledge, concepts and skills.</p> <p>They transfer knowledge, concepts and skills to a variety of new contexts</p>

3. Learning is effective when it is personalised	<p>Focused feedback results in concrete strategies for next steps/improvements. Ongoing assessment is regular and structured in a manner that allows for specific feedback to guide the learner.</p> <p>Students are appropriately challenged from their own starting points with their individual wellbeing considered and have time to engage in meaningful and deliberate practice during the instructional day.</p>
4. Learning is effective when it is relational	<p>Students engage in effective collaboration and build safe opportunities to give and respond to timely, focused feedback that results in concrete strategies for next steps/improvement. They accept the similarities and differences of each other and recognise individual and collective mistakes as opportunities to learn.</p>

MINIMUM REQUIREMENTS AND QUALIFICATIONS

Education	<ul style="list-style-type: none"> ▪ Graduate qualified teacher ▪ Bachelor's degree in education or a first degree plus a post-graduate qualification in education (i.e. PGCE). ▪ Master's degree an advantage
Skills and Experience	<ul style="list-style-type: none"> ▪ Minimum 2 years' experience teaching in relevant areas ▪ Successful experience of working with classes across the primary and secondary age range preferred ▪ Teaching experience of the (I)GCSE/IBDP programme particularly advantageous ▪ Accomplished musician in one or more instruments ▪ Ability to accompany performances on the piano ▪ Demonstrated experience of inspiring students to make great value-added progress regardless of musical ability ▪ Previous experience in an international school environment preferred ▪ Proven-track record of organizing concerts, orchestras, choir, school productions etc. ▪ Experience in organizing and leading overseas trips ▪ Experience co-ordinating instrumental programmes ▪ Ability to analyze data to support student achievement through quality feedback ▪ Demonstrated experience of raising achievement and setting challenging targets ▪ A strong commitment to supporting co-curricular activities after school and at weekends is essential ▪ Ability to co-operate with a music colleague at the other campus to maximize opportunities for music at DCY