

JMN
2: Managing a Music Product
 does a musical idea turn into a music product?
ING
2: Managing a Music Product
 do promoters take a music product to market?
Unit 1: The Music Industry
 how do musicians ensure they are paid and that they earn a fair living.
JMMER
Unit 1: the Music Industry
 revision.

composing to producing, sound engineering and promoting a new track. (Bournville)

COURSE STRUCTURE: STUDENTS NEEDS TO COMPLETE FOUR UNITS. EACH UNIT IS 25% EACH

UNIT 1: THE MUSIC INDUSTRY	UNIT 2: MANAGING A MUSIC PRODUCT	UNIT 4: INTRODUCING MUSIC COMPOSITION	UNIT 7: INTRODUCING MUSIC SEQUENCING
What will I learn: <ul style="list-style-type: none"> Understand different types of organisations that make up the music industry. <ul style="list-style-type: none"> Venues and live performance Health, safety and security at venues Production and promotion Service companies and agencies Labels How organisations advertise and why these relationships are important Understand job roles in the music industry. <ul style="list-style-type: none"> Performance/creative roles Management and promotion roles Recording roles Media and other roles How and why workers are employed in the music industry 	What will I learn: <ul style="list-style-type: none"> Plan, develop and deliver a music product. <ul style="list-style-type: none"> Planning for a live concert/show Creating a CD or online product Planning and development activities Team-working skills and general management Deliver a music product Promote a music product <ul style="list-style-type: none"> Promoting practice Promotional work Review the management of a music product 	What will I learn: <ul style="list-style-type: none"> Explore creative ideas to meet a brief <ul style="list-style-type: none"> Musical ideas Business partners Choice and creative progression Hardware Software File and folder Sound patterns Performance Develop extended live performances <ul style="list-style-type: none"> Recording Production Present a music product 	What will I learn: <ul style="list-style-type: none"> Explore music sequencing to create a track

How is this an internally assessed unit?



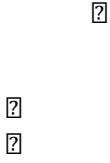
BOURNVILLE SCHOOL

Return to Learn Coordinator

Candidate Information Pack

PART OF THE FAIRFAX MULTI-ACADEMY TRUST

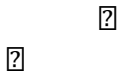




10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- Comprehensive support package for NQTs, and a development package for NQTs + 1.
- No requirement to work late and emailing after 7pm is strongly discouraged.
- Centralised behaviour detentions including lates.
- Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- Flexible working is supported wherever possible.
- Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- A supportive Special Leave Policy.
- Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.



WELCOME | CEO of the Trust

Dear candidate,

Thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

FMAT was established in 2014 and now comprises four Academies which serve a student community of almost 4500 students. The MAT has a small core team in addition to all the academy based staff, and the organisation as a whole works collaboratively to ensure that everything we do can positively impact the lives of our students. All of our Academies are located within the West Midlands and are situated within a maximum distance of 14 miles of each other.



I became the CEO of FMAT in February 2020, having previously worked in a wide range of senior MAT roles in other Trusts within the Midlands. I chose to lead FMAT because I genuinely believe in its core mission “enriching lives and transforming futures”. We are looking for individuals who share that passion and feel they can make a positive difference to everyone within our community.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a real difference!

Yours sincerely,

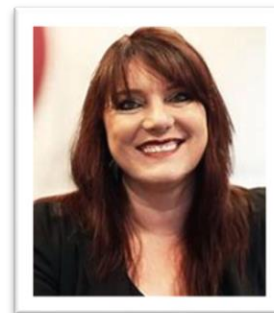
A handwritten signature in black ink, appearing to read 'S. Jones'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Simon Jones
CEO

WELCOME | HEAD OF ACADEMY

Dear Candidate

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "Miss M Green". The signature is written in a cursive, flowing style.

Miss M Green
Head of Academy

CONTEXT | OUR SHARED MISSION AND VALUES

Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

Excellence

We strive for the highest quality to ensure excellent outcomes.

Dedication

We believe there is dignity in hard work and effort.

Ambition

We want the very best for all our students.

Integrity

We believe in openness and transparency.

Tradition

We believe in old fashioned manners, courtesy and respect.

CONTEXT | OUR ACADEMY

Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinions' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

Challenges the academy and department faces.

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.

The Maths team are building a reputation of excellence through innovation at Bournville. This year the team aim to increase the number of grade 7, 8 and 9, as well as continuing to improve the progress of pupil premium students."

JOB DESCRIPTION
RETURN TO LEARN COORDINATOR (12 MONTH FIXED TERM)

POST HOLDER:**RESPONSIBLE TO:** Assistant Headteacher for Pastoral**LINE MANAGEMENT OF:** N/A**WORKING HOURS:** 37 hours per week
Half an hour unpaid lunch break
Term time only**WORKING PATTERN:** Monday to Thursday 8:00 – 16:00hrs
Friday 8:00 – 15:30hrs**SALARY:** FMAT SC3**HOLIDAY ENTITLEMENT:** A paid entitlement of 25 days' annual leave and 8 statutory bank holidays**JOB PURPOSE**

To be responsible for the organisation of behaviour support, managing the students attending, organising and supervising work, providing discreet intervention programmes, supporting students pastorally and liaising with school staff, other agencies, parents and administration. The aim of this role is to support improved outcomes for pupils by ensuring pupils are safe and well in school.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills. The allocation of duties is provisional and is subject to regular review.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THE POST**Administration**

1. Use of the school management and information system (sims) to access and input data.
2. Use of Class Charts to access and input data and/or notes as required e.g. to identify patterns of behaviour that require attention.
3. Support the organisation of key school events, e.g. open evenings, parents' evenings, transition/induction day.
4. Arranging internal and external meetings as required.
5. Undertake necessary administrative work e.g. letters/reports/filing/preparation of notes for meetings/calls to parents and/or external agencies.

6. Produce support plans for behaviour and/or reintegration.
7. Manage lunchtime detentions.
8. Undertake Behaviour analysis (using school systems such as Class Charts) in order to set learner plans and pastoral support targets. Review progress against these targets.
9. Ensure accurate recording of behavioural events, both positive and negative, on the school's management information system.
10. Provide analysis of key data for Senior Leadership Team and/or Governors relating to the behaviour support given in the Return to Learn room and its effectiveness.
11. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's behaviour as well as undertaking meetings with parents.

Organisation

12. Maintain a positive and well-managed learning environment in the Return to Learn room.
13. Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
14. Understand student behaviour and use a variety of behavioural management strategies to support pupils.
15. Ensure students show high standards of behaviour and focus while in the Return to Learn room.
16. Develop and manage, alternative curriculum and behaviour support plans for students and ensure the quality of the provision.
17. Co-ordinate and deliver curriculum work; ensuring it is completed.
18. Develop processes and procedures to enhance the delivery of the provision.
19. Continuously promote and facilitate independent learning.
20. Support students pastorally and liaise with school staff, other agencies and parents.
21. Design reintegration plans, to successfully support students back into lessons (for those with low attendance; behaviour challenges; following exclusion).
22. Establish and maintain effective working relationships with teachers and other staff within the school.
23. Support pastoral staff in ensuring pupils are in lessons and on time to lessons. This may include being available for 'on call' events.
24. Facilitate achieving school objectives and improvement initiatives related to student behaviour and attendance.
25. Undertake training, attend INSET days and carry out relevant CPD to further develop understanding of students' social, mental and emotional health (SMEH) needs and resulting behavioural difficulties.
26. Identify and report safeguarding and child protection concerns following the procedure outlined in the school's Child Protection and Safeguarding Policy.
27. Set high expectations which inspire, motivate and challenge students; promote and reinforce self-esteem.
28. Support staff with understanding effective behaviour strategies, to support students in school.
29. Support the School's policies in terms of behaviour, teaching, learning, assessment, homework and discipline.
30. Model the highest professional standards of courtesy, respect, humility, integrity and self-discipline.

31. Where appropriate, support a comprehensive assessment of pupils to determine those in need of particular help.
32. Assist the SEND team with the development and implementation of Individual Education/Behaviour/Support plans Support provision for pupils with additional needs (as appropriate).
33. Develop 1:1 and small group mentoring arrangements with pupils and provide support for distressed pupils.
34. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
35. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
36. Deliver agreed interventions on a 1:1 and to small groups, including those with directed self-study sessions.
37. Provide feedback and regular reviews to update parents / carers regarding student's progress against targets.
38. Conduct parent / carer meetings and contact parents / carers as appropriate.
39. Support the parents / carers of those requiring more regular intervention e.g. through the provision of training in strategies that improve all aspects of learning, including behaviour. Liaise with the Assistant Head responsible for parental engagement to facilitate any training or support.

Students

40. Support HoY/AHT Lead with relevant paperwork and liaison with other schools/setting and parents regarding Managed Moves.
41. Working closely with HoD's with the organisation, management and administration of vocational placement programme for students.
42. Support the Heads of Year with the organisation of reward events, including the collation of relevant data and the communication to parents and staff.
43. Support pupils' access to learning using appropriate strategies, resources etc.
44. Work with other staff in planning, evaluating and adjusting learning activities as appropriate
45. Prepare all daily behaviour reports for pupils for distribution/collection.
46. Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
47. As appropriate, facilitate restorative meetings between pupils following an incident

GENERAL

1. Promote and safeguard the welfare of students you come into contact with.
2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
4. Be aware of, support and ensure equal opportunities for all.
5. Contribute to the overall ethos/work/aims of the Trust.
6. Appreciate and support the role of other professionals.
7. Attend and participate in relevant meetings as required.

8. Participate in training, other learning activities and performance development as required.
 9. Engage actively in the performance review process.
 10. Perform any other such duties as the Head of Academy may from time to time determine.
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I have read and accept this job description.

NAME: _____

SIGNED: _____

DATED: _____

**PERSON SPECIFICATION
RETURN TO LEARN COORDINATOR (12 MONTH FIXED TERM)**

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

Experience/knowledge/qualifications	Essential	Desirable
Educated to GCSE level A* - C or equivalent in English and maths or equivalent (Level 2 Basic Skills Literacy/Numeracy)	✓	
ICT skills sufficient to perform the role with regard to use of SIMs, software packages related to presentation of information to staff and students	✓	
Experience of working to support young people's learning	✓	
Sound understanding of confidentiality issues	✓	
Awareness of child protection issues	✓	
A level qualification in relevant subjects or equivalent ability/experience		✓
Experience of working effectively with children and young people in a learning environment		✓
A relevant higher education qualification		✓
Relevant professional qualification or other accreditation		✓
Personal qualities and attitudes	Essential	Desirable
Ability to deal sensitivity with vulnerable students and their families	✓	
Reliable with regard to all aspects working practice.	✓	
Ability to remain patient and calm in challenging situations	✓	
Ability to work effectively within a team environment, understanding roles and responsibilities	✓	

Ability to build effective working relationships with all learners and colleagues and to perform and maintain appropriate professional relationships and boundaries with colleagues and students	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
Professionally discreet and able to respect confidentiality	✓	
Firm, sensitive and effective approach towards student discipline	✓	
Confident and able to use own initiative	✓	
Positive problem-solving attitude	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
Ability to recognise discrimination in its many forms and be willing to put equality policies into practice	✓	
Commitment to equal opportunities	✓	
Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct	✓	
Excellent attendance and punctuality	✓	
Willing to undertake appropriate training and development with a positive attitude including a commitment to undertake the necessary training to fulfil this role.	✓	
A commitment to the ethos, vision and values of the Trust	✓	