



Rugby School



Teacher of Music

Rugby School

Rugby School has a restless desire for excellence in all aspects of school life. Academic standards are high, and rising, with nearly 90% of all A2 and Pre-U exams at A*-B and over 50% of all IGCSE and GCSE entries receiving A*s. Almost all of our students progress to good universities, with around 15 students a year winning places at Oxford or Cambridge. A small, but growing number of students take up places at elite universities in the USA. However, academic success is not achieved at the expense of educating the whole person. Our Music and Drama are exceptional, while our Sports teams achieve regular success on the national stage. The School prides itself on its pastoral care, in which all staff play an active role in their work as tutors.

One of the School's key strategic objectives is to recruit and develop staff who share the School's high ambition. Consequently we have invested much in staff development. An integral part of our staff development programme is a commitment to coaching, an approach we believe to have profound benefits for all of those in our community. In coaching our students we recognise that they are best placed to make decisions about their learning and education. Our role is to ask the right questions, listen, and create the environment which produces self-regulated learning and self-regulated living. The coaching philosophy is one which runs throughout the School and we apply its principles to staff as well as students. Many staff are members of coaching groups, consisting of their peers and convened with the intention of helping all members of the group grow and develop. All new staff are assigned a coach-mentor, and are required to undertake two days of coaching training before beginning teaching at Rugby.

In addition to coaching we promote professional learning through frequent whole-school insed sessions, department meetings devoted to teaching and learning, and a voluntary weekly programme of 15 minute informal insed sessions at which staff share ideas and develop best practice. The School also funds learning and teaching awards for those staff who want to research a particular aspect of their teaching, as well as assisting in funding for teachers who wish to pursue further professional qualifications.

There are seven boys' boarding and six girls' boarding Houses, together with a boys' day House and a girls' day House. The House is the fundamental social and pastoral unit; it is run by an Hm (Housemaster/Housemistress), assisted by tutors drawn from the teaching staff. Meals for pupils are taken in Houses.

Music at Rugby School

Rugby School aims to be recognised as the top non-specialist music school in the United Kingdom.

Music at Rugby School is exciting, diverse and of a remarkable standard. The department is an energetic and stimulating environment offering a wide range of opportunities for all pupils; coaching them to reach their full potential, whatever their musical aspirations. Over 550 individual music lessons are taught in the department each week and a very busy schedule of performances takes place both in school and further afield, involving a wide range of ensembles and soloists. Performance opportunities range from intimate coffee break concerts to the chapel choir broadcasting Choral Evensong live on BBC Radio 3. There are around 100 musical concerts and events each academic year.

Music within the Curriculum

Many pupils have been successful in applying to study Music at leading universities, including Oxbridge, having achieved outstanding results. Former pupils are currently studying at Durham, Leeds, Manchester, as well as the Guildhall (composition), the Royal College of Music, the Royal Academy of Music and Birmingham Conservatoire. Several former pupils have also held choral scholarships at Oxford and Cambridge. Pupils' individual musical ambitions are supported and opportunities are created to enable them to achieve these, whatever their field of music. Results in Music are particularly strong, with over 98% of GCSE candidates achieving A*/A and 45% of A level candidates receiving A*/A over the last four years.

Pupils choose to study Music as an option on entry to the school in F block (Year 9). GCSE and A level numbers are always healthy; with nine pupils due to sit their A level in Music in 2019. We currently deliver CIE IGCSE and AQA A level. The curriculum blends traditional skills in musicianship with intellectual rigour and independence of thought; all of which are nurtured from the moment musicians



arrive at the school. Ultimately, we aim to create ambitious students that are empowered to self-regulate their work and engage with Music on a variety of practical and intellectual levels.

Facilities

The Music Schools, extended and refurbished in 2011, is an impressive facility. There are over 40 individual teaching/practice rooms, a large multi-purpose classroom, a Mac-based technology classroom running Sibelius 8 and Logic, a composition and production suite, a recording studio hardwired to all performance spaces, a seminar room, a small concert hall, and a substantial score and resource library. Alongside this, a virtual environment hosts a recordings archive of all school concerts, and a growing plethora of bespoke teaching resources and assessment materials.

A range of acoustic instruments are available for use in the classroom, from Boomwhackers to Zyllophones.

Adjacent to the Music Schools, the Temple Speech Room is a beautiful Edwardian concert hall with seating for 800. The School Chapel is one of William Butterfield's masterpieces, seating more than 1,000. The Memorial Chapel provides an intimate space for chamber music and special liturgical events. Old Big School, the classroom for the Lower School from the early 1800s, is used as a venue for Chamber Music as well as for Blue Note Society. The Macready Theatre is frequently used for collaborations with the Drama department and for Rock and Pop events.

Music Scholars Programme

Rugby School Music Scholarships enable talented individuals to make a valuable contribution to the cultural life of the school whilst fully developing their own musical knowledge and skills. There are currently over sixty Music and Choral Scholars at the school. Music scholars in the Lower School are required to choose GCSE Music as an option when they progress to Year 10 (E block).

The Music Department Team

Richard Tanner, appointed to the role of Director of Music in September 2012, is an experienced musician with over twenty years of involvement in music education and as an organist, choir trainer and orchestral conductor. Previously he has worked for Blackburn Cathedral and Trinity Laban Conservatoire of Music and Dance in London. He was a chorister at St Paul's Cathedral and studied at The Royal Academy of Music and as organ scholar at Exeter College Oxford and St Albans Cathedral. Since 2000 he has worked extensively for the BBC, principally as a Musical Director for Radio 4's Daily Service.

James Williams, Head of Academic Music, joined Rugby as Teacher of Music in 2009 and became HoAM in 2012. After postgraduate study, he worked as a research assistant in the music department at the University of Nottingham before pursuing a PGCE. He serves as an examiner for national exam boards in both composition and performance coursework, and is himself an experienced composer and producer, and a published author. As a skilled organist, he has held the post of Director of Music in a number of churches and accompanies the chapel choirs for the majority of services and chapel events in school.

Rob Colley, Head of Keyboard and Composition, has taught at Rugby since 1999. He studied at King's College, Cambridge, The Royal Academy of Music, London and The Vienna Musikhochschule. He is an active musician and his interests range from performing classical recitals and concerti to composing commercial music and jazz.

Andrea Brogaard, Head of Strings, graduated from the Royal Danish Academy of Music in 2001 and played in the Danish Radio Symphony Orchestra before becoming moving to Rugby in 2004. She performs regularly both in school and in the local area playing both recitals and concerti. At Rugby she runs the string orchestra and oversees a number of chamber music groups.

Andrew Davey has been Head of Woodwind at Rugby since 2012. A saxophone specialist, he previously taught Woodwind and Jazz Piano for Warwickshire County Music Service. He has held a seat in a number of big bands, including The State 51 Jazz Orchestra, The Tongue and Groove Big Band, and the Clive Alsopp Quintessential Jazz Orchestra. He has performed in the house band for the X-Factor and has worked in the pits of a number of theatres. At Rugby he directs the Jazz Orchestra and is in charge of golf.

Stephanie Sanders, Head of Rock, Pop and Percussion, graduated from Birmingham Conservatoire in 2010. She has played in a variety of orchestras, jazz ensembles and brass bands, but her real passion is for drum kit. She is well versed in all styles of drum kit playing, but has a particular interest in jazz and funk. At Rugby she has been instrumental in setting up percussion groups, as well as forming and regularly coaching several rock bands at the school, and establishing a Rock Choir.

David Blackadder, Head of Brass since 2015, is widely regarded as one of the world's greatest natural trumpet players. He is Principal Trumpet of the Academy of Ancient Music and the Orchestra of the Age of Enlightenment. He is renowned as a soloist having performed and recorded many of the great trumpet masterpieces with conductors such as Sir Simon Rattle, Sir Roger Norrington, Franz Brüggen, Vladimir Jurowski and Stephen Cleobury. His recordings of Handel arias with singers such as René Fleming, Dame Kiri Te Kanawa and Elin Manahan-Thomas have received particular critical acclaim. A sought after teacher, David is Natural Trumpet Consultant at Birmingham Conservatoire, Tutor in Natural Trumpet at The Royal Northern College of Music and was formerly professor of Natural Trumpet at the Royal College of Music.

James Oxley, Head of Singing since 2015, has appeared as a tenor at all the major concert halls in UK and throughout Europe. He is also at home on the operatic stage, with recent appearances at the Opera de Rennes, Opera de Dijon, English National Opera, Opera de Rouen and Theater Dortmund. He is a member of the group The Factory, an experimental theatre company in London and has been a visiting professor at the Royal College of Music.

The department is supported by two administrators, a graduate teaching assistant, a music technology graduate teaching assistant and around thirty visiting music teachers.

Job Title	Teacher of Music
Department	Music
Function	Academic
Reports to (Job Title)	Head of Academic Music
Location	Music Schools, Rugby School, Warwickshire, UK

The School seeks a talented and well-qualified Music graduate to be a classroom teacher who will enter fully into the life of the department and the School as a whole. The successful candidate will be academically strong, a fine musician, and have an inspiring commitment to Music in the classroom.

Working closely with the Head of Academic Music, the post holder will teach a full academic timetable delivering Year 9, GCSE, A level and will support Oxbridge preparation. The post holder is expected to be able to perform on an instrument/voice to a high standard and to be able to confidently demonstrate musical concepts with their own musical skills in the classroom context. S/he will be confident using Sibelius 7 and audio software for teaching purposes and for producing performance scores. S/he will also be expected to contribute, as appropriate, to the wider work of the department through ensembles, outreach, accompanying, EPQ supervision, or teaching individual vocal/instrumental/ theory/composition lessons as required, depending on their particular strengths and departmental needs.

Candidates with co-curricular interests outside of Music are encouraged to make these clear on the application form.

This post would be equally suitable for a teacher new to the profession or a more experienced practitioner.

KEY RESPONSIBILITIES/ACCOUNTABILITIES:

Teacher Professional Duties

The following duties shall be deemed to be included in the professional duties which teaching staff may be required to perform:

Teaching

- Plan, prepare and teach well-structured lessons.
- Teach, according to their educational need, the pupils assigned; setting and marking work, including examinations.
- Adapt teaching to respond to the strengths and needs of all pupils, knowing when to differentiate appropriately.
- Assess, record and report on the development, progress and attainment of pupils.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Manage pupil behaviour effectively to ensure a good and safe learning environment.
- Demonstrate good subject and curriculum knowledge.
- Communicate and consult effectively with the parents of pupils.
- Communicate and co-operate with persons or bodies outside the School.
- Participate in meetings arranged for any of the purposes described above.

- Advise and co-operate with other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

Assessment and reports

- Make accurate and productive use of assessment, providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Use relevant data to monitor, progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking.

Appraisal and professional development

- Participate in arrangements made for teacher appraisal and professional development.
- Review methods of teaching and programmes of work.
- Undertake such training as may be reasonably required by the School to adapt to the changing requirements of the School or as may be necessary to fulfil the School's statutory or regulatory obligations.
- To undertake mandated job related training as required and instructed by the School.

Additional professional responsibilities

- Fulfil wider professional responsibilities by making a positive contribution to the wider life and ethos of the School.
- Contribute to the provision of activities to support the co-curricular programme of the School.
- Act as a personal tutor to pupils assigned in a Day/Boarding House.
- Accompany pupils on trips away from the School.
- Attend assemblies, registration of pupils and supervise pupils outside the classroom, whether these duties are to be performed before, during or after School sessions.

Child protection, discipline, health and safety

- Promote and safeguard the welfare of children and young persons.
- Maintain good order and discipline among the pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in authorised School activities elsewhere.
- Ensure all staff act in accordance with Rugby School's policies and procedures.

Public examinations

- Participate in arrangements for preparing pupils for examinations and supervise them during public and internal examinations and assessments.

Co-curricular

- Rugby is a seven days a week boarding school. All staff are expected to tutor and to contribute to the co-curricular programme.

Equality

- Acting in accordance with Rugby School's equality policy, maintaining a fair and consistent manner in all actions.

Flexibility

- Undertake such other reasonable duties from time to time as the School may reasonably require.

The Benefits

- Full-time teachers are required to live in accommodation provided by the school.
- There is a Teachers' Pension Scheme, which includes life assurance.
- Teachers receive healthcare.
- There is a two thirds concession on Rugby School fees.
- All full-time staff at Rugby are issued with a computer for lesson preparation, teaching and administration.
- Extensive use of ICT is made by pupils, both within the School curriculum and during prep time. The whole School is networked via a wireless infrastructure.
- Technical support is available and INSET training is conducted on a frequent basis in School time.
- Teachers join in fully with boarding school life and can use the excellent facilities including membership of the Sports Centre with its state-of-the-art fitness centre and 25m swimming pool for a small fee.

PERSON SPECIFICATION

	Essential	Desirable	Method of assessment
	<i>These are qualities without which the Applicant could not be appointed.</i>	<i>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.</i>	
Qualifications	A graduate with a good honours degree in Music from a leading university.	A Masters or further degree.	<ul style="list-style-type: none"> • Production of the applicant's certificates. • Discussion at interview. • Independent verification of qualifications.
Experience	Experience of working with young people in a teaching context.	Classroom-based teaching experience across the secondary age range. Use of Music Technology to enhance learning.	<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.
Skills	Ability to maintain appropriate discipline when dealing with students. Ability to organise own workload, prioritise and meet deadlines. Ability to work on own initiative, and as part of a team. Ability to communicate effectively with other staff, students and leadership. Excellent interpersonal, written and oral skills.	Strong IT skills and a willingness to keep up to date with new technologies.	<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.
Knowledge	Excellent subject knowledge. Current knowledge of educational change and issues.		<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.

Personal competencies and qualities	<p>Determined and driven.</p> <p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Creative and imaginative.</p> <p>Demonstrably energetic and enthusiastic.</p> <p>Committed to on-going CPD.</p> <p>Determined to grow and develop as an individual.</p> <p>Willingness to embrace a coaching philosophy in all aspects of school life.</p>		<ul style="list-style-type: none"> • Contents of the application form. • Interview. • Professional references.
--	---	--	---

Further information, if required, can be obtained from James Williams, Head of Academic Music,
jaw@rugbyschool.net