



**Head of Music**





## Welcome from Jackie Sharman, Principal

Weydon has been graded as Outstanding by Ofsted since 2009. This is, in part, due to its academic success rate. We are currently ranked as the top 11-16 comprehensive school in the country according to The Sunday Times Parent Power. In 2019 88% of students gained 5 or more GCSEs at grades 9-4, 75% at grade 9-5 including English and Maths. 45% of students achieved a grade 9-7 including English and Maths.

The school became an Academy in April 2011 and has since gained Teaching School status. Weydon is also a National Support School, earning Leading Edge status.

We are a SSAT Schools Network Consultant School. Together with St John the Baptist School in Woking and Salesian School in Chertsey we became a Maths Hub in September 2014. We achieved World Class status in December 2016 and became a MAT, called WMAT, in September 2017. We are also a SCITT currently working with 40 teacher trainees. All these additions bring exciting opportunities for staff and students.

Our students' achievements are impressive: 96% go onto further education with many going on to Oxbridge.

Over the last decade the school has seen rapid improvements including the construction of a theatre, 3G sports pitches, a new Humanities /English block known as The Globe and each faculty area suited in its own facility.

We are one of the most oversubscribed schools in Surrey and enjoy an excellent reputation in the community. You will find the level of respect shown between staff and students is a joy.

The Weydon staff team is vibrant, hard-working, innovative and up for a challenge. The school enjoys a strong level of staff retention. Teaching and associate staff work well together as a team.

Our associate staff members are often leading lights in suggesting and bringing about school improvements. The staff form a close knit group who enjoy each other's professional and social company, as well as acting as 'critical friends'.

Furthermore, the parents and Governors add further strength to the school. School trips, holidays and visits are plentiful. Staff have an active social scene and the staffroom (The Hub) is well used, being a reflection of the excellent team atmosphere which exists.

As a school we expect the highest standards in teaching and learning. We will require you to take part in extra-curricular activities and to go that "extra mile" for the students. If successful in your application to join Weydon, we will ensure you have every opportunity to develop your skills. It's great fun and there is a real buzz about the place.

Weydon has its own enhanced pay scales and performance management benefits including healthcare package and gym membership.

We are ambitious to improve further and so I hope that you consider yourself to be the person to help us continue to improve our performance. This is a wonderful career opportunity to work in a school where kindness and goodwill go hand in hand to make it special. If this prospectus has inspired you, please do apply. Please keep the statement in support of your application to two sides of A4.

If you would like to discuss the post or have a tour of the school before making an application, you would be very welcome. Please telephone or email Miranda Francis, our HR Officer on 01252 725052 ext 223 or email [recruitment@weydonschool.surrey.sch.uk](mailto:recruitment@weydonschool.surrey.sch.uk) to arrange an appointment.

I look forward to meeting you.

Jackie Sharman  
Principal



# About the School

## Context

Weydon is an 11-16 mixed comprehensive Academy with Teaching School Status, NOR 1600, serving the southern part of Farnham and many of the local villages. The school enjoys an excellent reputation in the local area for its examination success and the breadth of educational opportunities it provides. In July 2009 the school gained an 'outstanding' grade from Ofsted and, within this judgement, 26 out of the 27 categories were also graded as outstanding.



Students come to us from six main partner schools, with whom we work closely to ensure a smooth transition. Currently, at 16, students move on to Farnham, Alton, Farnborough or Guildford Colleges.

## Care and Guidance

On entry to the school, students are placed in one of ten/eleven mixed ability tutor groups headed by two tutors. Five/six tutor groups each form one of two colleges. Students are placed in different pathways within the core –Maths, English and Science. This takes place progressively in more subjects as students move through the school.

The two colleges, River and Castle, each have a Progress and Achievement Leader.

We have trained counsellors, a nurse and a child protection team to support the tutors.

We believe in the personalised learning agenda:  
To equally support and challenge all students.  
We have a condensed Key Stage 3 for Years 7 and 8.

At Key Stage 4, students have the opportunity to take between 9-11 subjects to GCSE level.

A number of students will also follow an AS course within the option system. A small group of students opt for a more flexible vocational package at Key Stage 4. Groups in Key Stage 4 within the core subjects are increased to 11 instead of 9 across the year, allowing small class sizes.

## Curriculum

We enhance the curriculum with a variety of activities and visits in all years both international and national.

The school is organised into suites of curriculum areas, which are sited along with a curriculum office and resource base. Teachers, in the main, have their own teaching room.

Our timetable runs over one week with 30 x 50 minute periods. Most staff without responsibilities in other areas, teach 26 periods. Additional time is allowed for staff with particular responsibilities.

As an exclusive Academy we are committed to ensuring all our students reach their potential.

Individual curriculum areas identify students who demonstrate outstanding ability in their subject area and these students are placed on the High Achievers' Register. In addition, an extra-curricular co-ordinator organises a programme of additional educational opportunities which will ensure they are stretched and challenged throughout their time at the school.

Those who have learning difficulties are well supported through Keller and through such schemes as Reading Recovery and Aspire.



# Investing In You

## What you can expect

Our excellent staff make us outstanding. If you apply and are successful you will be supported and developed through our extensive CPD programme. This is being further enhanced through our Teaching School Status and WMAT collaboration. Regardless of your experience or level of responsibility you will have a range of opportunities to Ensure you are always improving and learning.



## Arriving as an NQT

You will be employed and trained through i2i, our Teaching school alliance. We have developed an excellent support program which includes:

- Weekly NQT meetings with a focus on teaching and learning and meeting professional standards.
- A preparation day which will prepare you for all you need to know on your first day.
- A programme of outstanding teacher observations.
- A professional mentor.
- An online community to share teaching strategies And ideas.
- Developmental observations and classroom support.
- Access to online professional development route map.
- Access to our professional development library.

## For Experienced Teachers

To be an outstanding practitioner we believe you must be an enthusiastic learner with access to high quality development opportunities.

If you have been teaching for some years you can:

- Join our Staff Development programme using our Google classroom to focus on progress for all, resilience, questioning and developing the 'wow' factor.
- Carry out an action research project or apply to study for an Mphil or PhD.
- Join an innovation group to develop areas such as the use of digital technology in the classroom.
- Apply for Specialist Leader of Education status as Part of our teaching school.
- Be part of positive success orientated culture;
- Join our Shadow Middle Leadership training programme.
- Examination Board training.
- Deliver CPD across the school.



## For Middle and Senior Leaders

If you join us as a Middle Leader you will benefit from bespoke development including:

- Middle Leadership Training as part of our accredited programme through teaching schools. Areas such as managing and leading people, how to develop Teaching and Learning and data analysis are covered.
- Assigned a peer mentor.
- Leadership Team member will provide you with one-to-one support and guidance on areas such as managing a budget and holding staff accountable for performance.
- Access to i2i Partnership, our Teaching School and curriculum groups to share good practice with other schools.
- Opportunity to access NPQML and NPQSL.

## Staff Benefits

- Weydon performance bonus scheme and pay scales.
- State-of-the-art facilities and learning environment.
- The Hub staff social area, staff workrooms.
- Free gym access to our fantastic Fitness Centre.
- Staff sport, exercise classes and yoga.
- Whole staff social events.
- Free lunch for those staff on duty who eat in the Restaurant.
- iPad Air and laptop to assist with your planning and teaching.
- Free tea and coffee at break time served in The Hub.
- Assisted car maintenance agreement with local garage.
- Health insurance cover through Westfield Health.
- Pension scheme and long term sickness cover.
- Opportunities to visit other countries such as Iceland, Ghana, USA and Sri Lanka as part of school visits.





## Our Buildings

Over the last ten years and together with our expansion plans, £18 million has been invested in the learning environment.

- £1.2 million Faraday Science Centre.
- £500,000 Restaurant, Food Court and sports park cafe
- £1.8 million 2 3G pitches and Fitness Centre.
- New Computing & Business Centre – ADA.
- New textiles suite.
- New Mac suite.
- Every classroom has new ceilings, lights and windows.
- School is carpeted throughout.
- £2.6 million Performing Arts Centre, Drama Studio, Art Studios and Child Development facility.
- £3.2 million Globe Building for Humanities , English and new Learning Resource Centre.

## At Key Stage 3

Our students follow subjects broadly in line with the old National Curriculum guidelines. However, our curriculum is condensed into two years which reflects and enhances progress made at Key Stage 2 by schools within our confederation. In addition, our whole school theme days provide the opportunity for students to develop knowledge through inclusive learning activities, styles and intelligence.

## At Key Stage 4

Our students follow the Ebacc curriculum as well as having the opportunity to choose from a stimulating and extensive range of academic and vocational pathways. A three year programme at Key Stage 4 allows students to follow extra academic subjects as part of an enriched curriculum.

## The Future

The school has embraced the Digital Learning revolution by rolling out an Apple iPad scheme for every student in Years 8-11.

## Further Information

[www.veydon.com](http://www.veydon.com) which includes our prospectus, curriculum overview and assessment guidance.







## Head of Music

**Start date:** September 2020

**Contract:** Permanent, Full Time

**Salary:** Attractive - Weydon Teachers' Pay Scale (£25,542 - £41,634) plus TLR 2B £4,652 depending on experience and expertise.



We are seeking to appoint an outstanding, innovative and inspirational teacher with the passion and enthusiasm to fulfil a key role in the school as Head of Music, for September 2020. This post would suit somebody looking to make the move into a head of department responsibility with the support of an established head of faculty, or someone with head of music experience.

Weydon School is a large, ambitious and outstanding school in an unspoilt area of Surrey within easy reach of London. We are the Lead School for the Weydon Multi Academy Trust, comprising of ourselves, Woolmer Hill School, The Ridgeway School, The Abbey School and Farnham Heath End School. The close proximity of these schools allows lots of opportunities for staff collaboration.

The Times has recently rated Weydon School 1st across the UK for 11-16 schools, and achievements are exceptional. It has been said that we have grammar school outcomes and independent sector facilities; our ongoing and recent successes clearly demonstrate this. The Weydon School of Music is a purpose built space with two large classrooms and 6 practise rooms. We have also recently built a 250 seater theatre for concerts and productions. All students have access to garageband on iPads as well as a large range of tuned and untuned percussion and keyboards. We are very lucky to be a well-resourced and well looked after curriculum area.

Students are respectful and responsive, and are proud to uphold the strong values of the school. Colleagues and the leadership team are highly supportive. If you join us, you will benefit from our extensive CPD programme organised in conjunction with our teaching school.

We welcome applications from qualified teachers with a passion and enthusiasm for music. The key is that you are enthusiastic and capable of heading up a highly effective and ambitious music department. There is tremendous opportunity to utilise your passion for music and showcase a range of instruments. A Pianist would be favourable but a diverse range of musical skills is encouraged.

The Head of Music needs to be passionate about the extra-curricular offering at Weydon and be a champion for ensuring the uptake and growth of the department in these areas. Weydon offers a diverse range of extra-curricular activities enjoyed by the students, these include Taiko Drumming, Rock School, Junior/Senior Choir, Concert Band and DJ and Music Production workshops. As well as the popular Christmas Concert and Summer Production, we have also established an annual music tour.

In addition to the attractive Weydon Pay Scale, we also offer free use of our gym facilities, free extra-curricular sporting activities for staff such as circuits, yoga and volleyball, international school trips, enhanced Medical Package, excellent in-house CPD, free refreshments and snacks at break times and even drum lessons. For those looking to relocate there is an option for convenient and affordable staff accommodation. Please ask for more information.

To apply, please return your completed application form, together with a supporting statement, to [recruitment@weydonschool.surrey.sch.uk](mailto:recruitment@weydonschool.surrey.sch.uk).

**All appointments are subject to safer recruitment procedures and an enhanced DBS check.**

**Closing Date: 30<sup>th</sup> March 2020**

**Interviews: 1<sup>st</sup> April 2020** (We reserve the right to interview earlier than this date).





## Head of Music

### JOB DESCRIPTION

<b>Job Title:</b>	<b>Head of Music</b>
	Full-time permanent position
<b>Salary:</b>	MPS/UPS + TLR2b
<b>Job Location:</b>	Weydon School
<b>Responsible to:</b>	Head of Creative Arts

### Job Purpose:

Actively supporting the vision and values of Weydon School, the post holder will work to provide support for the Head of Creative Arts to provide professional strategic leadership for Music, ensuring that the department delivers high quality teaching and extra- curricular to raise the standards of learning and outcomes for all students.

### Details of key responsibilities:

*Detailed responsibilities within the department will be agreed depending on the strengths of the successful candidate but will include:*

### Leadership and Management of Music

- With the Head of Creative Arts, develop and implement policies and practices for Music which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting challenging targets for students and staff
- Work with the SLT and the Head of Creative Arts to establish a clear, shared understanding of the importance of high quality teaching of Music that engages students and enables them to achieve challenging targets
- Analyse data, ensuring effective intervention plans are in place for individuals and groups of students
- Support the development of schemes of work to respond to all national changes in GCSEs and curriculum content
- To develop links with feeder schools to ensure progression from KS2 to KS3
- Promote a tidy, organised and stimulating working environment.
- Provide an effective role model in terms of leadership and own classroom practice.



- Ensure high levels of student behaviour within the department.
- Contribute to the self – evaluation, health and safety and quality assurance procedures of the department.
- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
- Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations

### **Teaching and Learning**

- Promote an ethos of team work and a culture of sharing good practice.
- Identify effective practice and areas for improvement and make recommendations to the Head of Creative Arts to improve further the quality of teaching.
- Promote and celebrate the achievements of all students in Music.
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational needs
- Ensure teaching and learning in Music is of a consistently high standard and that best practice is shared across the department.
- Evaluate the teaching of Music in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching.
- Establish partnerships with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding

### **Professional Values and Practice:**

- Playing a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example.
- To work collaboratively and professionally with all colleagues in school.
- To treat students at all times with courtesy, calmness and respect and have high expectations of all students; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Be responsible for own continued professional development.
- Compliance with the school's Health & Safety policy undertaking risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Attending and participating in meetings scheduled in the school calendar punctually.
- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the School
- Comply with the School's Safeguarding Policy in order to ensure the welfare of children and young persons
- Establish constructive relationships and communicate with other agencies/professionals
- Participate in training and other learning activities and performance development as required

- Must act in compliance with data protection principles in respecting the privacy of personal information held by the School.
- Must comply with the principles of the freedom of information act 2000 in relation to the management of School records and information.
- Must comply with the school's Health & Safety rules and regulations and with Health & Safety legislation.
- In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Notes:**

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal
- This job description forms part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing



<b>Job Profile</b>	<b>Classroom Teacher</b>
<b>Responsible to</b>	Head of Faculty/Curriculum Area Lead
<b>Main Purpose of Job</b>	<p>You are required to:</p> <ul style="list-style-type: none"> <li>◆ Carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document.</li> <li>◆ Teach specialist subject within the age range 11 - 16 and, if necessary, other subjects commensurate with your expertise.</li> <li>◆ Act as a member of the school's student support and guidance organisation as directed by the Principal.</li> </ul>
<b>Focus of Job</b>	Student Facing
<b>Key Tasks</b>	<p>To undertake the effective management of the following tasks:</p> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>◆ use FLOW teaching and learning strategies to enable students of all abilities and backgrounds to make optimum progress</li> <li>◆ secure a good standard of student behaviour in the classroom by establishing high expectations in the context of the school's Behaviour Policy</li> <li>◆ keep appropriate records of students' current and predicted attainments in classwork, internal tests and NEAs</li> <li>◆ set challenging targets for students based on all relevant available data</li> <li>◆ set and mark Home Learning according to school and department policies</li> <li>◆ write reports as directed on students' progress and attainment</li> <li>◆ ensure that resources are organised and available to promote a purposeful environment for teaching and learning to take place</li> <li>◆ ensure that the classroom presents a stimulating environment by displaying students' work and other materials</li> <li>◆ where applicable, deploy other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning</li> <li>◆ support students with Special Educational Needs by providing appropriate work and guidance and, where applicable, contribute to the preparation, implementation, monitoring and review of Individual Education Plans</li> </ul>

	<p><u>Professional</u></p> <ul style="list-style-type: none"> <li>◆ attend scheduled department and school staff meetings</li> <li>◆ attend parents' consultation meetings as directed</li> <li>◆ participate in the school's performance management scheme</li> <li>◆ participate in the In Service Training programmes organised by the school and other relevant bodies</li> <li>◆ implement school policies</li> <li>◆ take responsibility for own professional development, setting objectives for improvements</li> </ul> <p><u>Form Tutor</u></p> <ul style="list-style-type: none"> <li>◆ support the well-being of all members of the tutor group</li> <li>◆ attend year group meetings as directed</li> <li>◆ maintain an accurate register of student attendance, including lateness, in accordance with school guidance</li> <li>◆ retain absence letters and telephone messages</li> <li>◆ maintain white slips in a reasonably secure place</li> <li>◆ ensure effective communication to parents and students through distribution of written material and collection of acknowledgements where appropriate</li> </ul>
<b>Additional Duties and Responsibilities</b>	<ul style="list-style-type: none"> <li>◆ To support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body</li> <li>◆ To uphold the school's policy in respect of child protection matters</li> <li>◆ First Aid as required</li> <li>◆ Admin as required</li> <li>◆ Back up for other roles as required</li> <li>◆ Ad hoc duties as required</li> </ul>
<b>Training</b>	Training will be provided in school and externally, if deemed necessary to the role
	This Job Profile is intended to provide guidance on the range of duties associated with the role. It may be changed by the Leadership Team to reflect or anticipate changes or to undertake additional duties as required by the Principal.



Person Specification – Classroom Teacher			
Qualifications		Essential or Desirable	Assessed via
1	Degree	E	A/I
2	Qualified teacher status in the UK	E	A/I
Experience		Essential or Desirable	Assessed via
3	Teaching experience (including training practice) within the designated age range.	E	A
4	Exceptional knowledge of current legislation, guidance and developments relating to the subject area.	E	A/I
5	Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	E	A/I/R
6	Involvement in and organisation of wider school activities, including extra-curricular activities.	D	A/I/R
Professional Knowledge, Skills and Understanding		Essential or Desirable	Assessed via
7	Ability to create outstanding learning and teaching environment for all students.	D	I
8	Demonstrate Success in raising achievement	D	I/R
9	Knowledge of National Curriculum and interventions for all students to achieve success	D	I
10	Strong behaviour management skills	D	I/R
11	Strong organisational skills, including excellent time management and ability to effectively prioritise, plan, organise and manage work life balance.	E	I/R
12	Confident use of technologies and data to provide analysis, monitor progress, set targets and plan lessons.	D	A/I/R
13	Excellent interpersonal and communication skills to be able to work effectively as part of a team	E	A/I/R
14	Committed to safeguarding and promotion of welfare of children	E	I
15	The ability to ensure equality of access to educational attainment and all aspects of equal opportunities are adhered to	E	I

16	Accountable for pupils attainment, progress and outcomes	E	I
17	Able to demonstrate taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	E	I/A
18	Commitment to promote a love of learning and children's intellectual curiosity	E	I/A
<b>Personal Qualities</b>		<b>Essential or Desirable</b>	<b>Assessed via</b>
19	The ability to develop positive relationships with students, parents, and peers	E	A/I
20	High Expectations of themselves, peers, students	E	A/I/R
21	Resilience and determination to be successful and ambitious for the school and the children	E	A/I/R
22	A commitment to personal CPD and ambitions to continue to learn and improve knowledge, strategies and performance.	E	I