

### Job description

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| Job title:       | Head of Music                               |
| Responsible to:  | Assistant Principal                         |
| Responsible for: | Teachers                                    |
| Location:        | Winton Community Academy, Andover, SP10 2PS |

#### Overview of the role:

The role of the Head of Music is to effectively lead the department, ensuring that all teachers are in position to provide all students with an excellent education. The Head of Music will not only be an excellent practitioner themselves, but they will also be able to effectively lead, coach, and support others to be excellent teachers too. They will set a clear and strategic vision for their department, design and deliver a curriculum that is stimulating and engaging for students, and implement department wide strategies to ensure all students enjoy and excel within the subject.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

#### Responsibilities:

##### Leadership and management

- Provide inspirational leadership for the department, setting a clear vision and promoting a strong sense of identity and purpose.
- Line manage department staff and support their development through appraisals and training programmes, holding staff to account in line with school policies.
- Monitor, evaluate and continually improve the quality of planning, teaching and assessment of members of the department, implementing strategies for continuous improvement, and developing talent at all levels.
- Establish clear expectations and performance standards in line with school expectations, and implement departmental policies and procedures.
- Lead an effective climate for learning in the department by ensuring strong routines for learning that are consistent with the school's policy and liaise with tutors and parents when necessary.
- Lead the department in advancing the trust's key priorities including closing the achievement gap for disadvantaged students and increasing the number of secure readers within your school.
- Manage departmental spending and resource allocation effectively and efficiently.
- Ensure that all classrooms present a stimulating learning environment.
- Promote and maintain an ethos of respect for learning and achievement, underpinned by high expectations for behaviour.

##### Curriculum design and assessment

- Ensure that the curriculum is ambitious, broad, engaging, knowledge rich and carefully sequenced for progression.
- Lead the implementation of the curriculum, ensuring that teachers have the necessary expertise, including subject specific support, to teach the curriculum to a high standard.
- Foster strong relationships with colleagues in other departments to ensure a cohesive curriculum.

- Lead the development, implementation and review of the curriculum for the department, ensuring it aligns with the National Curriculum, examination specifications, the wider school strategy, and the Trust curriculum requirements.
- Design and implement effective departmental assessment to ascertain the extent to which pupils have acquired the knowledge of the curriculum as intended and support formative actions to address any gaps.
- Analyse data, including student progress and staff performance metrics, to uncover actionable insights. Identify areas for development, set targeted improvement goals, and implement strategies to enhance overall departmental performance.
- Ensure staff update MIS in order to maintain accurate records of attendance, homework, attainment, progress, and examination entries for students in the department.
- Produce and analyse examination predictions and results as requested by the Senior Leadership team.

### Teaching and Learning

- Identify clear learning objectives, content, lesson structures and sequences, in order to plan and deliver engaging lessons to students with the appropriate amount of constructive challenge.
- Set appropriate and demanding targets for students' learning, building on prior attainment and considering each student's need, including those with SEND.
- Use teaching strategies that engage students and enable them to master conceptual understanding, including stimulating students' intellectual curiosity and effective questioning and response.
- Give students regular verbal and written feedback to respond to, guiding them to reflect on their progress and planning re-teaching where needed to address misconceptions and close gaps.
- Review student work and identify strengths and gaps to inform future lesson planning and teaching.
- Evaluate students' target and performance data and analyse students' progress towards these targets.
- Build a positive inclusive learning environment by implementing clear routines for classroom behaviour, promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Work with any additional adults to support interventions for students with SEND, incorporating guidance provided by the SENDCo and external professionals.
- Communicate effectively with parents with regard to students' achievements, well-being and behaviour, to ensure that parents are able to support student progress.

### Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.

6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

#### Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

#### Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

### Person specification

#### Qualifications and experience

##### Essential

- Degree in relevant discipline.
- Qualified Teacher Status (QTS).
- Proven track record of being an exceptional teacher, with experience of making a positive impact on student performance at all levels.
- Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work.
- Proven track record of leading staff, with excellent outcomes.

##### Desirable

- PGCE.
- Evidence of recent professional development related to teaching and learning e.g. MA in Education or NPQ.
- Experience as an examiner.

#### Knowledge and skills

##### Essential

- A deep knowledge of the subject area and curriculum.
- Ability to support students of all ages and abilities to make excellent progress and achieve impressive examination outcomes in the subject.
- Ability to implement behaviour management strategies consistently and effectively.
- An understanding of the use of assessment to inform department-wide planning, as well as any statutory assessment requirements.
- Ability to analyse and evaluate student data to plan department-wide interventions.

##### Desirable

- Experience of teaching in more than one school.
- Experience as a form tutor.
- IT literacy with Google Workspace.

| <ul style="list-style-type: none"> <li>Keep up to date with research and developments in pedagogy and include this in departmental meetings and, when appropriate, line management conversations.</li> </ul>  |   |
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| Leadership skills   |   |
| <b>Essential</b> <ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills and high levels of emotional intelligence.</li> <li>Ability to plan and prioritise own workload and manage conflicting demands.</li> <li>Ability to lead, coach and motivate staff within a performance management framework, providing professional development opportunities.</li> <li>Resilience and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.</li> <li>Ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.</li> </ul> | <b>Desirable</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>  |
| Personal attributes and behaviours  |   |
| <b>Essential</b> <ul style="list-style-type: none"> <li>A passion for the subject and relentless determination that every student develops and succeeds.</li> <li>Strong organisational and time-management skills and the ability to delegate appropriately.</li> <li>Ability to deal sensitively with pastoral issues relating to both staff and students.</li> <li>Flexibility to be able to handle unexpected situations with professionalism.</li> <li>Patience in interactions with all students across all situations, with a calm demeanour.</li> <li>Resilience to manage challenging behaviour or difficult situations with professionalism.</li> </ul>               | <b>Desirable</b> <ul style="list-style-type: none"> <li>Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are: <ul style="list-style-type: none"> <li>Share ideas early, often and honestly</li> <li>Embrace constructive disagreement</li> <li>Value ideas, not ego</li> <li>Be curious and open to new ideas</li> <li>Focus on facts and reason</li> </ul> </li> <li>A willingness to be involved in extended curriculum opportunities in the subject area.</li> <li>Experience as an examiner of the subject area.</li> </ul> |
| Special requirements  |   |
| <ul style="list-style-type: none"> <li>Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.</li> <li>Right to work in the UK.</li> <li>Evidence of a commitment to promoting the welfare and safeguarding of children and young people.</li> <li>Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.</li> </ul>   |   |