

Hadrian Learning Trust – Job Description and Person Specification

Post title:	Curriculum Leader Music	Director/Service/Sec tor:	Children’s Services
Pay range:	MPR/UPR	Workplace:	HMS and QEHS (Part of HLT)
Responsible to:	Heads of School (HMS/QEHS)	Date:	April 2024
Job description Ref:	HLT CL Music		
Responsible for:			
<p>Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.</p>			
<p>Job purpose: To carry out the responsibilities of a Trust subject teacher with regard to the teaching standards, impact on progress and outcomes for your own pupils, whole school responsibilities and health and safety/safeguarding. In addition, the following responsibilities are outlined below.</p>			
Resources	Staff	Direction of teaching and support staff	
	Finance	Subject budget; orders and invoices; petty cash	
	Physical	Office and subject equipment, accuracy and security of databases	
	Clients	Internal (teachers, other staff, pupils) and external (parents, visitors, members of the public external agencies).	
Duties and key result areas:			

Responsibilities

To be accountable for the educational progress of learners in designated class groups by effective teaching and learning. Support the work of the school/department/subject as follows:

1. Leadership of the curriculum

Curriculum Leaders have direct responsibility for designing the curriculum across Years 5 to 13. They will work to ensure a consistent learning journey between middle and high school.

Lead a successful music curriculum by:

- Delivering a coherent curriculum intention for the subject(s) in KS2, KS3 and KS4, working across both schools to ensure progression. The curriculum should be coherent, well-planned and sequenced based on the National Curriculum.
- The planning, sequencing, and interleaving of the curriculum to ensure that pupils know more, do more and remember more.
- Designing curriculum planning that demonstrates the curriculum intention, how it will be implemented, and the impact it needs to have. These will include long, medium- and short-term plans which map the curriculum intent.
- Articulating the starting and end points of the curriculum for all learners.
- Overseeing the inclusion of careers education, personal development, and reading in curriculum planning.
- Ensuring that the curriculum meets the needs of SEND and vulnerable learners and is ambitious for all pupils, including disadvantaged students.
- Ensuring Partnership liaison with feeder middle schools to ensure progression from Y8-Y9.
- Continually reviewing the curriculum in response to quality of education reviews, self-evaluation and the latest subject-based research.
- Planning for curriculum development and improvement as part of the annual subject development plans.

2. Leadership of teaching and learning

Curriculum Leaders are responsible for the quality of learning and teaching in their subject. They will guarantee that all pupils in their subject receive the highest quality first teaching by:

- Ensuring that the '10 Elements of Great Teaching' are embedded in every classroom, in every lesson.
- Developing the teaching team's understanding of disciplinary knowledge and literacy to ensure the delivery of quality first teaching.
- Conduct regular drop-ins, book reviews and pupil panels to review the learning in the subject, as part of the Quality of Education Review.
- Lead the Quality of Education reviews in the subject through planning, co-ordination and providing timely and effective feedback to colleagues.
- Commit to their own professional learning to maintain an up to date understanding of their subject and pedagogy.
- Planning for improvements in learning and teaching as part of the annual subject development plans.



- Analyse data to plan for curriculum adaptations and academic support for individual/groups of pupils where needs are identified.
- Be responsive to the progress, achievement and attendance data of SEND and disadvantaged pupils.
- Ensure that the criteria are applied in your department for awarding attitudes to learning grades and quality assure consistency, using Class Charts to support this.
- Be responsible for ensuring that pupils behave in a calm and orderly manner in and out of lessons, particularly in areas where the subject or workspaces are located.
- Liaising with senior leaders and the pupil support/inclusion team on behavioural/ learning needs in their subject.
- Ensuring that everyone in the subject team follows the school's procedures in relation to attendance and behaviour.

3. Leadership and management of people

Curriculum Leaders should establish a well-led, dynamic team who work collaboratively to ensure the best experiences and outcomes for all pupils by:

- Taking responsibility for performance management/appraisal of teachers in their teams.
- Ensuring that staff can learn and develop through access to relevant continual professional development opportunities (both within school and through external providers).
- Allocate classes according to the needs of pupils and the relevant skills, and experience of staff.
- Liaise with the Heads of School and the SLT link on timetabling and a staffing strategy.
- Recruit, select and induct any newly appointed members of staff to the team.
- Manage staff absence and cover (ensuring any work is set for absent colleagues).
- Liaise with HR on the management of staff absence.
- Supporting and developing either the ECT or ECT mentor in the subject.

4. Leadership of the wider curriculum

Curriculum Leaders will be responsible for shaping the wider extracurricular offer and enrichment of their subject to raise the profile of the subject.

- Plan and promote a varied extracurricular programme.
- Promote positive engagement from all pupils.
- Liaise with peripatetic music teachers to coordinate in-school tuition.
- Lead and deliver whole school musical events and performances.
- Plan opportunities to engage SEND and disadvantaged learners in musical opportunities to ensure an equitable approach.

5. Management of resources and finance

Curriculum Leaders will be responsible for departmental budgets and the oversight of the teaching areas and working spaces in their departments, and will:

- Manage the subject capitation.
- Use the subject capitation to purchase resources for their subject/teaching teams.



- Be responsible for the allocation of rooming and ensuring that issues relating to maintenance and resourcing are passed on to the appropriate staff.

6. Safeguarding

- Promote the safety and wellbeing of pupils at all times (in line with school safeguarding policies and training).
- Ensure that all health and safety procedures and guidance applicable to your subject and/or classes are followed.

This generic job description should be read (and followed) in conjunction with Section 52 of the school teachers' pay and conditions document 2014 (available from the DfE). You may also be assigned other tasks, deemed appropriate by your SLT Link, Assistant Head, Heads of School or other members of the Senior Leadership Team.

Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
- Attend multi-agency meetings where relevant
- Provide advice and guidance where relevant for students seeking support
- Where relevant, liaise with academic team regarding academic support and its implementation
- Communicate with relevant staff where necessary regarding support in place for students
- Provide advice and guidance to staff, pupils and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
 - a. Safeguarding and Child protection
 - b. Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
 - c. Data protection
 - d. Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings
- Participate in training and development as required.
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The schools 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.

Work Arrangements

Transport requirements: Working patterns: Working conditions:	None Monday to Friday Office and Classroom based
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Work Arrangements

Transport requirements: Working patterns: Working conditions:	Required to use own transport to travel within and out-with the County Normal work patterns Normally indoors; there may be occasions where you would be required to work at QEHS, Hexham Middle School or other school within the Trust
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PERSON SPECIFICATION

Essential	Desirable	Assess by
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Knowledge and Qualifications

<ul style="list-style-type: none"> • A DfE recognised and relevant teaching qualification. • BA/BSc in the subject area (or related subject) or relevant in-depth knowledge of the subject area. • A degree in an appropriate discipline. • Ability to teach across the full ability and age range. Experience of teaching at Key Stage 3 and 4. • Proven track-record of raising achievement. • Knowledge of curricular developments in your subject area. 		(a), (t), (g)
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<ul style="list-style-type: none"> • Knowledge of developments in teaching and learning. • Knowledge of raising achievement strategies. 		
Experience		
<ul style="list-style-type: none"> • Recent and relevant experience of teaching music. • An excellent classroom practitioner. • Recent and relevant middle leadership, or evidence of impact in leading a team or project. • Up to date understanding of effective curriculum design. • Up to date subject knowledge and understanding of the KS2, KS3 and KS4 music curriculum. • Willing and able to teach in KS2, KS3 and KS4. 	<ul style="list-style-type: none"> • Knowledge of the three tier system. • Knowledge of wider educational developments. • Experience of line management. • Experience of monitoring and evaluation, including self-evaluation to develop practice and raise standards. 	(a), (i), (g), (t)
Skills and competencies		
<ul style="list-style-type: none"> • Able to motivate, challenge and inspire pupils and colleagues. • Excellent organisational and personal management skills. • Able to set and monitor targets for maintaining high academic standards. • Able to communicate effectively with pupils, parents/carers, colleagues and professionals to build strong working relationships and trust. • Ability to review and adapt strategies to ensure the best outcomes for all learners. • Continually able to focus on seeking improvements to ensure that the educational provision is the best it can be. 	<ul style="list-style-type: none"> • Skills and interests which would contribute to the wider curriculum offer and educational experience at the school. 	(a), (i), (t)



<ul style="list-style-type: none"> • Able to lead a team of teachers and to monitor and evaluate practice. • Able to design and teach effective lessons and learning activities across relevant curricula, age and ability ranges including personalising learning to meet the needs of individual pupils. • Able to demonstrate excellent standards of classroom practice and behaviour management whilst displaying high expectations and ambition for all learners and colleagues. • Understanding of the current legislation, policies and guidance on the safeguarding of learners and promotion of pupil wellbeing. • A detailed, up-to-date knowledge and understanding of teaching, learning and behaviour management strategies. • Able to use assessment and data to target teaching and ensure strong achievement and progress of all learners. • Able to use ICT to support learning, record keeping and assessment such as analysis of pupil achievement and behaviour data. • Excellent written and verbal communication skills. • Evidence of relevant and ongoing commitment to professional development and training. 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Professional vision. • Positivity and enthusiasm. • Ability to enthuse young people in the study of your subject area. • Outstanding role model of values for children. • Ability to respond to change. 		(i)



<ul style="list-style-type: none"> • Ability to think clearly, calmly and to complete tasks successfully. • Willing to be involved in the whole life of the school. 		
Other		
<ul style="list-style-type: none"> • Willingness and evidence of relevant and ongoing commitment to professional development and training (this could include recent teacher training experience). • Positive, organised and ambitious for the success of children and young people. • Compliance with all teacher and professional standards. • Promote equality of opportunity, participation, diversity and responsibility. • Able and willing to contribute to the wider curriculum and life at the school. • A dynamic teacher who is able to positively and creatively contribute to standards across the school. • Resilience and commitment – able to manage the varied aspects of the role. • Able to effectively lead a team and to communicate well with colleagues. • The post holder will require an enhanced DBS. 		(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.