

**Furzedown Primary School**

#### Specialist Music Teacher (Main/Upper Pay Scale)

**Part Time**

**Fixed Term Contract in the first instance- Required September 2024 Headteacher: Mrs. D. Morris**

**Music Teacher**

**Main/Upper Pay Scale**

**Responsible to:** the Headteacher

Line managed by Deputy Head

**Purpose of Job:**

* To understand and meet the Teacher Standards.
* To lead the provision of music across the school to ensure excellent opportunities for all children.
* To promote the vision, aims and values of the school and contribute to the implementation of the School Development Plan.
* To undertake any other practical duties reasonably assigned by the Headteacher.

**Teaching**

* Set high expectations which inspire, motivate and challenge pupils.
* Establish a safe and stimulating environment for pupils, in any year group as determined by the Headteacher.
* Set goals which stretch and challenge pupils of all backgrounds, abilities and dispositions.
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
* To engage in current research to inform your practice in the classroom.

**Promote good progress and outcomes by pupils**

* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how pupils learn and how these impact on teaching.
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.
* Be accountable for pupils’ attainment, progress and outcomes.

**Demonstrate good subject and curriculum knowledge**

* Have a secure knowledge of the relevant curriculum areas, foster and maintain pupils’ interest in music.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, within the music curriculum.

**Plan and teach well-structured lessons**

* To plan and teach high quality, well sequenced, coherent and innovative music lessons for all children that ensures progression throughout the school.
* Impart knowledge and develop skills and understanding through effective use of lesson time.
* Promote a love of learning and pupils’ intellectual curiosity.
* Plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Contribute to the design, provision and continued development of an engaging music curriculum.

**Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
* Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils’ education at different stages of development.
* Have a clear understanding of the needs of all pupils.

**Make accurate and productive use of assessment**

* Know and understand how to assess progress and attainment in music
* Make use of formative and summative assessment to secure pupils’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Give pupils regular feedback, both orally and through accurate written marking, and ensure pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment**

* Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Leading, Managing and Deploying Resources**

* To create a well sequenced, coherent and innovative music curriculum for all children that ensures progression throughout the school
* To embrace opportunities for music technology to extend children's learning experience
* To organise and coordinate all peripatetic staff to ensure a range of opportunities are available to all children
* To ensure the strategic replacement and enhancement of all music resources
* To manage the music budget and work with school leaders to ensure disadvantaged funding is deployed according to need
* To promote a love of music and create music-based opportunities both in school and in the wider school community.
* To organise and attend music events in the school and in the local community.
* To organise whole school music events.
* To support and offer guidance to staff with performances
* To work with the SENDCo and Inclusion team to organise and facilitate music therapy interventions
* To ensure music is visually promoted around the school and to maintain and inspirational learning environment for music

**Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the school.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploy support staff effectively.
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Communicate effectively with parents regarding pupils’ achievements and well-being.

**PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

* Treating pupils with dignity, building relationships rooted in mutual respect, and always observing boundaries appropriate to a teacher’s professional position.
* Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
* Showing tolerance of and respect for the rights of others.
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand, and always act within, the statutory framework which set out their professional duties and responsibilities.

Job descriptions are not exclusive or exhaustive and the nature of the position entails that the post holder may be required to carry out additional duties as reasonably required. This job description will be reviewed annually as part of appraisal, or more frequently if necessary. It may be amended at any time after consultation with the Headteacher and post holder.

Signed:

**Employee**

Signed:

**Dionne Morris - Headteacher**



**FURZEDOWN PRIMARY SCHOOL**

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| **Music Teacher Person Specification** | **Method of Assessment** |
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| **Qualifications** | |
| Qualified Teacher Status | D |
| Honours degree or equivalent qualification in Music | E,A |
| Proven outstanding classroom practitioner | E, A,I |
| Significant, recent and relevant evidence of continued and progressive professional development | D, A, I |
| **Experience** | |
| Teaching music in the primary age range in more than one key stage/ phase – EYFS/KS1 or KS2 or equivalent education setting | E, A,I |
| Experience of initiating and leading new developments across the school | D, A, I |
| Experience of developing research-led singing and instrumental curriculum frameworks that offer pupils joined up learning pathways | D |
| Evidence of outstanding teaching/classroom practice and its impact on pupil progress | E, A, I |
| Experience of drawing on a broad range of musical genres to create a rich a varied pupil experience | E,A,I |
| Evidence of developing, implementing and evaluating strategies for raising standards and improving pupil progress in primary schools | E, A, I |
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| Evidence of managing people and resources and of leading professional development that has impacted on teaching and learning | D, A, I |
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| Experience of planning whole school and family ‘showcase’ events during and/or after school |  |
| Evidence of working successfully in partnership with parents and the wider community | D, A, I |
| **Knowledge** | |
| An expert in music education at primary level | E,A,I |
| The inspection framework for schools | D, A, I |
| Up to date knowledge of the current music curriculum and assessment requirements | E, A, I |
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| Implications of equal opportunities and inclusion issues | E, A, I |
| Strategies for improving the quality of teaching and learning and accelerating pupil progress | E, A, I |
| Strategies for school improvement and raising standards of achievement in school | E, A, I |
| Understanding of appropriate strategies for managing pupils' behaviour | E, A, I |
| **Skills and Abilities** | |
| A highly motivated, energetic and enthusiastic music teacher who is approachable and promotes positive relationships | E, A, I |
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| Ability to enthusiastically foster a culture of singing within the school while demonstrating accurate and confident vocal abilities | E |
| Is a creative teacher who motivates and inspires children to do their very best | E, A, I |
| Proficiency in piano performance, capable of providing accompaniment for assemblies, school productions and choirs | D |

Desire to recognise and equally value all types of music and musician

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|  | E,A,I |
| Able to relate well to children and share their interests and enthusiasms | E, A, I |
| Highly organised with excellent time-management skills | E, A, I |
| Excellent communication skills | E, A, I |
| Ability to effectively manage pupil discipline and be committed to a high level of pastoral care | E, A, I |
| Highly proficient in the use of IT | D, A, I |
| **Other** | |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils | E, A, I |
| Commitment to the development and maintenance of positive partnerships between the school, parents and the community | E, A, I |
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| Familiarity with the Kodaly Method or a willingness to undergo training in this approach | D |
| Recent participation in professional development activities and willingness to undertake other training | E, A, I |
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| **Method of Assessment: Essential (E), Desirable (D), Application (A), Interview (I)** |  |