St. Mary's Preparatory School
A love of learning for life

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# Job Description & Person Specification

## Music Teacher

Department/School: St. Mary's School

Reporting to: Head

This appointment is subject to the current conditions of employment of teachers, the required standards for Qualified Teacher Status, other current legislation, and the school's governance arrangements.

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## AREAS OF RESPONSIBILITY AND KEY TASKS A PLANNING, TEACHING AND CLASS MANAGEMENT, TO:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- promote pupil learning and be accountable for pupil progress in music;
- plan and deliver music lessons, and other learning activities ensuring lessons are based on clear learning objectives;
- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriately demanding expectations;
- setting clear targets, building on prior achievement;
- identifying pupils with special educational needs or who are gifted, talented or particularly able;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and making best use of available time;
- monitoring and intervening to ensure sound learning and discipline;
- using a variety of teaching strategies to:
    - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    - use planned adult intervention, play and talk as a vehicle for learning
    - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
    - select appropriate learning resources and develop study skills through the use of first hand experience, primary and secondary sources, including computing;
- ensuring that pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- managing other adults in the classroom including volunteers and students;
- organising and liaising peripatetic music teachers;
- encourage and establish a wider range of instruments being played by pupil;
- run group sessions such as choirs, orchestras and quartets etc;
- evaluating own teaching critically to improve effectiveness.

## MONITORING, ASSESSMENT AND RECORDING AND REPORTING – TO:

- assess how well leaning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative written and oral reports to parents and others.

## OTHER PROFESSIONAL REQUIREMENTS - TO:

- have a working knowledge of the teachers' professional standards and legal liabilities;
- operate at all times within the stated policies and practices of the school having particular regard to equality of opportunity and health and safety;
- stablish effective working relationships with colleagues and set a good example through presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents;
- take on any additional responsibilities which might from time to time be determined.
- to report all causes for concern to the Designated Child Protection Officer or Health and Safety Officer as appropriate.

# What we are looking for

| | Essential | Desirable |
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| **Qualifications** | - Qualified Teacher Status<br>- Evidence of "A"Level (or equivalent) qualification in music<br>- Additional qualification demonstrating a high level of musicianship<br>- A willingness to continue with personal professional development | - Degree educated<br>- Evidence of additional study<br>- Music specialism as part of teacher training/first degree |
| **Knowledge** | - Knowledge of teaching standards framework<br>- Developed and evidenced understanding of assessment<br>- Leading ensembles and arranging music<br>- Ability to provide piano accompaniment | - Understanding of regulatory compliance requirements<br>- Knowledge of early childhood development<br>- Use of SIMs or other school management system<br>- |
| **Skills** | - Ability to plan own work efficiently<br>- Excellent written and oral communication skills<br>- Ability to lead a Foundation subject<br>- Ability to write clear reports<br>- IT literate<br>- Ability to teach children with a wide variety of needs | - Ability to teach another specialist subject |
| **Experience** | - Highly effective classroom practitioner with evidence that children in your care make good progress<br>- Experience of organizing concerts, musicals and other music events<br>Experience of planning residential learning opportunities<br>- Experience of teaching Nursery through to year 6. | - Involvement in leading or being involved in a school improvement project.<br>- Experience of teaching in the Early Years |

## Benefits

- Competitive salary
- Contributory pension scheme
- School fee discount
- Professional development

## Safeguarding Responsibilities

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.

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## Key role dimensions

Key stakeholders: heads, internal colleagues, parents, students, school staff
Key metrics: Value-added, academic results

*This role profile is not exhaustive and may be changed at any time to meet the changing requirements of Cognita. This role profile does not direct any particular priorities or amount of time to be spent carrying out these duties.*