



Job Description – Person Specification
Curriculum Leader - Music

Job Description

Job Title:	Curriculum Leader (within a designated subject area of responsibility)
Pay Grade / Scale / Range:	Teacher pay range with TLR2a (£2,667) (pay award pending) SEN allowance: £2,106 per annum (pay award pending)
Working hours:	Based on School Teachers Terms and Conditions (32.5 hours per week/ 1265 hours directed time) plus such reasonable additional time as is expected of a leadership role
Location:	You will be expected to work across all sites within the New Bridge MAT – however you be responsible for a designated site/s
Staff responsible to:	Subject Advisor / Head of Site
Staff responsible for:	Site subject teachers/ deliverers in the subject area of responsibility
Accountable to:	Chief Executive Officer
Probationary period:	Not applicable

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.

Overall purpose of the job

To be accountable for leading, managing and developing your subject area of responsibility within the designated site/s

To be ultimately accountable for the overall outcomes within the post-holders subject area of responsibility across the designated site/s. KPIs will be agreed annually (through negotiation with line managers)

General tasks

1. to be accountable for student progress so that each individual student achieves their optimum level in your subject area of responsibility and ensuring that effective strategies are in place to further raise standards of student attainment and achievement;
2. to ensure the effective management and deployment of teaching/support staff, financial and physical resources within the department;
3. to develop and enhance the teaching practice of other deliverers within your subject area of responsibility;
4. ensure the school's Health and Safety policy is implemented and monitored in the department, including appropriate risk assessments when necessary;
5. to play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students follow this example.

Key Tasks

6. to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students
7. to ensure the production, evaluation and revision of schemes of work to meet the needs of individual students;

8. to use attainment data to monitor the progress of students taught within the subject area of responsibility
9. to effectively use data to plan student interventions e.g. underachievement of gifted and talented
10. to effectively use data to compose an appropriate curriculum development plan
11. to ensure that individual learning targets are set for all students by deliverers within your subject area of responsibility;
12. ensure adherence to the school's Homework Policy by all deliverers in the department;
13. monitor and evaluate teaching and learning in accordance with the school policy, including lesson observation, scrutiny of student work and quality of marking;
14. monitor the progress and attainment of Pupil Premium and vulnerable group students;
15. to respond to parental enquiries if required;
16. to provide enrichment and extra-curricular activities within the department to enhance learning;
17. to teach up to 70-85% of the timetabled week to be agreed with the Head of Site;
18. to actively promote the school's aims and values;
19. to prepare a curriculum improvement plan that identifies new initiatives / areas for development and how these will be achieved;
20. to provide a termly performance report for Standards Board;
21. to chair department meetings
22. to attend local leadership / curriculum meetings as required;

23. to support the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
24. to write the curriculum summary for the 'Knowing our Curriculum'
25. to contribute to the writing of the 'Knowing our School' and SEF
26. to play an active role in school life including extra-curricular activities, lunch and break time duties;
27. share the responsibility with other managers for the maintenance of a learning environment and the well-being of students throughout the day and at the end of the school day, for example bus duty.

Leadership

28. To lead, manage and coordinate the other deliverers within your subject area of responsibility
29. To allocate deliverers to teaching groups
30. To support the Performance Management process for deliverers
31. To undertake appropriate CPD related to the role of Curriculum Lead;
32. To keep updated of current or new developments in the subject and the curriculum;
33. To support colleagues with own professional development;
34. To ensure that quality cover work is provided for classes when staff are absent and support colleagues undertaking cover duties;
35. To audit regularly, order and maintain sufficient resources for the teaching and learning;

36. To ensure all learning environments have inspiring displays including students' work which is regularly updated;

37. To provide a clear budget plan and manage it effectively;

All colleagues are expected to comply with any reasonable request from the Chief Executive Officer or his representative to undertake work of a similar level that is not specified in this job description.

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post

Contacts:

Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools.

Responsible for: Teaching and support staff within the curriculum area

Responsible to: Subject Advisor and Head of Site / Deputy Head of Site

PLEASE NOTE: The selection panel will use the **emboldened criteria** below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the panel's satisfaction) will be invited to interview.

	Selection Criteria	How Assessed
Education & Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of continuing professional development 	Personal profile and Certificates
Experience & Knowledge	<p>Experience of teaching children/students with SEND.</p> <p>Experience of being responsible for music within a Primary setting and/or music at KS3 & KS4</p> <p>Up to date knowledge of current national music educational issues</p> <p>Experience of using data effectively to raise pupil attainment</p> <p>Experience of current assessment practice</p> <p>Experience of the implementation of behaviour management strategies</p> <p>Experience leading and managing staff</p> <p>Experience of dealing with parents and carers</p> <p>Knowledge of current, local and national curriculum developments</p> <p>Knowledge and/or experience of developing schemes of learning and assessment;</p> <p>Experience of planning, delivering and evaluating own teaching practice</p> <p>Experience of current good practice in assessment techniques</p>	Personal profile Interview

	<p>Experience of supporting other staff (teachers, TAs) with appropriate advice</p> <p>Knowledge of budget management in relation to cost effectiveness and adding value</p> <p>Knowledge of strategic school development planning</p>	
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	Selection Criteria	How Assessed
Skills and Abilities	<p>Able to enhance curriculum and extra curriculum music activities</p> <p>Able to set high expectations and standards, and provide a role model for pupils and staff</p> <p>Able to jointly develop policies to achieve strategic objectives in discussion with staff and governors</p> <p>Able to use appropriate leadership styles in different situations in order to –</p> <ul style="list-style-type: none"> • manage change in pursuit of strategic objectives • devolve responsibilities, allowing staff the freedom to act within a defined framework • monitor practice to ensure that devolved responsibilities are being carried out • provide opportunities for staff development and encourage staff to develop themselves • build, support and work as part of a team • motivate pupils and staff • work effectively in partnership with parents, governors and the wider community • deal sensitively with people and resolve conflicts 	Personal profile Interview

	<ul style="list-style-type: none"> • seek advice and support where necessary <p>Decision making Skills: the ability to –</p> <ul style="list-style-type: none"> • make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside school • demonstrate balanced and fair judgement <p>Communication Skills: the ability to -</p> <ul style="list-style-type: none"> • communicate effectively, orally and in writing, to a range of audiences • consult and negotiate to achieve specific objectives • establish and manage good communication systems • chair and contribute to meetings effectively <p>Self-management: the ability to -</p> <ul style="list-style-type: none"> • prioritise and manage one’s own time effectively • work consistently to deadlines • set and achieve challenging but realistic goals • take responsibility for one’s own professional development 	
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	Selection Criteria	How Assessed
Work Circumstances	The ability to secure an effective work: life balance	Interview