



# Harrow High School

## Head of Music

### Job Description & Personal Specification

<b>Post:</b>	<b>Head of Music</b>
<b>Salary Range:</b>	<b>Teachers' Pay Scale (Main or Upper)</b>
<b>Allowance:</b>	<b>TLR 2b</b>
<b>Responsible to:</b>	<b>Curriculum Team Leader</b>

#### **Purpose of Role**

To ensure high quality planning, teaching, feedback, and evaluation, lead to an outstanding provision in Music

#### **2. Accountabilities**

##### **Excellent Learning and Progress**

##### **Intent**

*To be responsible for developing a curriculum that:*

- Is broad and ambitious whilst being fully in line with the National Curriculum and whole school priorities
- Is carefully sequenced to enable learners to use knowledge and develop skills over time
- Is based around activities that incorporate a high level of stretch and challenge for all learners
- embeds the development of specific knowledge, the use of knowledge organisers and accompanying review activities
- identifies high quality challenging resources and is specific about their use in the delivery of the curriculum
- has clear strategies for scaffolding the work to ensure all learners are challenged and can achieve
- Is inclusive and representative of our community at Harrow High School
- ensures learners are fully equipped to continue their studies at the next key stage/university

## **Implementation**

*To lead a team of teachers to:*

- secure excellent teaching and learning across Drama, including own teaching
- Support teachers in addressing any gaps in their subject knowledge
- develop excellent shared teaching resources to ensure a consistently high standard of learning in every lesson
- set regular and effective homework focusing on securing knowledge and building skills

## **Impact**

*To ensure:*

- excellent outcomes for all learners, specifically including disadvantaged learners and learners with SEND
- excellent standard of work in learners' books, folders, and in practical performance
- feedback to learners on how to progress is of high quality and in line with school policy
- learners enjoy learning in the subject and understand its relevance in the wider world and to other learning
- excellent monitoring of learner performance across the subject
- Timely and effective intervention to support learners at risk of underachievement with particular regard to disadvantaged learners and learners with SEND

## **Excellent Aspirations**

*To develop learner self confidence and aspiration through:*

- designing a curriculum which allows the spiritual, moral, social, and cultural development of learners, including the promotion of British Values
- implementing equality, diversity, and inclusion throughout the curriculum, and challenging any stereotypes or discrimination
- promoting careers education, and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- supporting learners at key transition points such as with their options
- championing subject specific super-curricular and co-curricular clubs, events, trips, and visits
- being a member of a pastoral year team as a form tutor, or a support tutor

### **Excellent Behaviour Safety and Care**

To ensure they:

- have a child-centred approach and take the safety of learners seriously
- always passes on any safeguarding concerns; either direct disclosures or their own concerns about learners, to the safeguarding team on the same day as the concern arises.
- takes responsibility for their own classroom behaviour management but also calls for assistance when they need help.
- treats learners with respect and kindness inline with 'calm consistent adult behaviour' principles and those contained in the school's vision for behaviour

### **Excellent Communication**

To ensure:

- parents are kept fully apprised of their child's progress in line with school policies and protocols (e.g reports/parents' evenings)
- learners have clear guidance on how to improve their work and engage in a dialogue with staff about this in line with our marking policy
- any set changes are made in line with the school protocol and these are communicated well in advance to learners, parents and staff

### **3. Other Specific Duties**

- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description
- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.

*The job description is current at the date shown, but, in consultation with you may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.*

## Personal Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"><li>· Degree</li><li>· Qualified teacher status</li></ul>
Experience	<ul style="list-style-type: none"><li>· Successful Teaching experience of Drama across KS3 and KS4</li></ul>
Skills and knowledge	<ul style="list-style-type: none"><li>· Knowledge of the Drama National Curriculum</li><li>· Understanding of high-quality teaching and learning strategies in Drama and the ability to model this for others and support others to improve</li><li>· Ability to build effective working relationships with staff and other stakeholders</li><li>· Ability to adapt teaching to meet pupils' needs</li><li>· Ability to build effective working relationships with pupils</li><li>· Good IT skills</li><li>· Effective communication and interpersonal skills</li></ul>
Personal qualities	<ul style="list-style-type: none"><li>· A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>· Uphold and promote the ethos and values of the school</li><li>· Ability to work under pressure and prioritise effectively</li><li>· Maintain confidentiality at all times</li><li>· Commitment to safeguarding and equality</li></ul>