

	<b>Job Title</b>	<b>Music Specialist Teacher (PPA)</b>
	<b>School</b>	<b>Barham Primary School</b>
	<b>Location</b>	<b>Danethorpe Road, Wembley, HA0 4RQ</b>
	<b>Grade</b>	<b>Main Pay Scale 1-6 , UPS 1-3</b>
	<b>Reports to</b>	<b>Phase AHT</b>
	<b>Staffing Responsibility</b>	<b>None</b>

## Music Specialist Teacher – Job Description and Person Specification

### Job Description

The following job description is not exhaustive. It is expected, that the Music Specialist Teacher will work closely with the Senior Leadership Team and governors to develop the role to reflect the needs and demands of the post.

### Core purpose

The core purpose of this role is to provide high quality teaching and learning that meets the needs of the children in Barham Primary School and that will enable the school to achieve its vision.

To achieve success, the Music Specialist Teacher will:

- Plan and deliver high quality teaching and learning to secure the highest possible levels of attainment for all children;
- Set high expectations for all children at the school;
- Evaluate pupil performance and identify priorities for continuous improvement;
- Encourage the involvement of parents and carers;
- Create a learning environment that is engaging, happy and fulfilling for all children;
- Demonstrate a commitment to your own Continuing Professional Development (CPD) and supporting the development of others.

### Key responsibilities

- Contribute fully to the assessment process for all children in Music
- Assist in managing children's transition into and out from the class and the school;
- Contributing to the review and selection of appropriate teaching resources;
- Contribute to the creation of a positive and stimulating learning environment;
- To contribute to the school's vision on raising aspirations and improving the quality of provision and standards, across the school;
- To take responsibility for continuously updating their knowledge and skills in Music and ensuring their practice is "leading edge";
- To have the willingness to innovate and go beyond tried and tested solutions, they are able to reflect on and evaluate their own, and others' practice;
- Contribute to fulfilling and promoting the vision, values and ethos of Barham Primary school.

### Curriculum

The Music Specialist Teacher will:

- develop the Music curriculum to meet the needs of all children, including their moral, spiritual, cultural, social, intellectual and physical development and promote and uphold equal opportunities for all children.

Specifically:

- Ensure the Music curriculum is driven by creative and innovative approaches
- Ensure that children are learning from all Music curricular areas identified on the curriculum map;
- Identify and produce action plans to tackle areas of underachievement by children;
- Be aware of the latest curriculum developments and research on teaching and learning;

Ensure a close match between the curriculum, the educational direction of the school and the continuing raising of standards;

Ensure that the needs of children of all abilities are effectively met.

- Be responsible for the development and review of detailed schemes of work consistent with Barham Primary School's values and general aims and objectives;
- Draw on their industry experience to enhance the Music

### **Teaching and learning**

- Manage children's learning through delivering a Music curriculum based on the school's vision; in particular:
- Ensure that learning excellence is at the heart of planning and delivery in the classroom;
- Ensure children feel happy, safe, and supported in the classroom and that any barriers to their learning and progress are addressed or removed;
- Get to know every child as an individual so you can effectively teach him or her whilst in your class;
- Plan and resource differentiated tasks, appropriately grouping children, and balancing their time so all groups receive teacher support;
- Look for ways to engage children (especially the most able) in independent learning;
- Work with SEND and support staff in order to benefit from their specialist knowledge, and to maximise their effectiveness within lessons;
- Implement school policies designed to secure high standards of behaviour and attendance;
- Advise and co-operate with the Senior Leadership Team and other colleagues on the preparation and development of schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich children's learning and contribute to the wider community;

### **Monitoring, Assessing, Recording, Reporting and Accountability**

- To be familiar with and participate fully in statutory assessment and reporting procedures;
- To set individual targets for achievement and to participate fully in analysing the outcomes in order to identify further ways to improve performance and achieve the expectation that children make outstanding progress;
- To assess and mark children's work systematically and constructively and to use the results to inform future planning, teaching and curricular development;
- Run assessment for learning in the classrooms and establish the next steps in teaching to engage children in a dialogue about their progress;

### **Professional Standards and Development**

- Be a role model to children through personal presentation and professional conduct;
- Be familiar with the School Handbook and support all the School's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
- Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal responsibilities and responsibilities relating to all current legislation, including the role of the education service in protecting children;
- Liaise effectively with parents and with other agencies with responsibility for children's education and welfare;
- Actively seek networking opportunities with local schools and with those in the relevant industry, to aid further development of the Music curriculum on offer.
- Participate in meetings at the school that relate to the school curriculum, assessment procedures, staff training, or the administration or organisation of the school;
- Engage with effective development programmes, local partners and school improvement organisations

## Person specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Barham Primary School. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form (A)
- Interview meeting and interview day activities (I)
- Lesson observation exercise (L)
- References and other pre-employment checks (R)

We will take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

Specification	Essential	Desirable	Measured
<b>A commitment to Barham Primary School's vision and ethos</b>	<ul style="list-style-type: none"> <li>• Shares the founding vision and ethos for Barham Primary School:</li> <li>• Excited by the chance to contribute to Barham Primary School, and driven to do what it takes to succeed</li> </ul>		R
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate knowledge &amp; experience within a Music subject area.</li> <li>• Relevant industry experience relating to an area of Music</li> <li>• knowledgeable on how to motivate children to learn</li> <li>• Previous mentoring and networking experience</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the Music primary curriculum</li> </ul>	A
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in a creative subject or equivalent</li> <li>• GCSE Maths &amp; English grade C or above</li> <li>• Recent and relevant professional development / training</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Expertise</li> </ul>	A, I
Specification	Essential	Desirable	Measured
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Innovative, passionate about teaching and with a 'can do' attitude</li> <li>• Ability to develop creative and innovate strategies for performance improvement</li> <li>• Robust planning and delivery of</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to continuous learning for the entire school community</li> <li>• Awareness of current</li> </ul>	A, L

	<p>relevant schemes of work to show what engages children and enables them to make excellent progress</p> <ul style="list-style-type: none"> <li>• high expectations (no excuses) of accelerated progress</li> <li>• Adapting planning to meet the needs of each individual</li> </ul>	<p>curriculum issues and educational developments</p>	
<b>Partnerships and community links</b>	<ul style="list-style-type: none"> <li>• Track record of, and genuine belief in, the importance of the parent/ carer and community in children's education</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing community and pupil involvement in schools</li> </ul>	A, I
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• You will be:</li> <li>• Able to communicate and deal sensitively with adults and children</li> <li>• Child- focused with a genuine understanding of children and commitment to develop each as an individual</li> <li>• Confident to build a creative learning culture and to try new things and take risks</li> <li>• Valuing diversity and the unique contribution that every individual makes to the learning community</li> <li>• Able to prioritise and delegate, and implement tasks sensitively and flexibly</li> <li>• open-minded, articulate and organised</li> <li>• A team player with energy, stamina and lots of creativity and fresh ideas</li> <li>• Resilient and able to hit the ground running</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	I, L