

Curriculum Leader: Music: TMPS plus TLR 2b

Permanent with effect from 1 September, 2014

Job Description & Person Specification

The Latin motto of the Marden High School community is **Carpe Diem!**

Which means: “Rejoice...seize the day; live life to the fullest; make the most of what you have.”

So we will:

- Put the learning and progress of students first
- Inspire them to be happy, healthy, confident, unique and tolerant individuals who flourish and achieve
- Guide all of them to fulfil their potential academically, socially and spiritually
- Promote their responsibility and resilience, diligence and determination, independence and enterprise
- Encourage their originality and creativity
- Care for them in a safe and equal environment

We expect all educators at Marden to:

- Be committed to raising standards and continuous improvement
- Help fulfil the Every Child Matters outcomes
- Relate well to our students
- Put student needs first
- Be self starters and aim for the best in what they do
- Have confidence and competence in the use of ICT
- Be team players
- Communicate well
- Be positive and cooperative, especially in times of change
- Review what they do regularly
- Be punctual

...and always to support, implement and develop our House Style of teaching.

What Curriculum Leaders Do

Roles and responsibilities:

- To promote the highest possible standards of achievement
- To ensure that students achieve or exceed their targets
- To raise the quality of curriculum and teaching by defining and implementing appropriate improvement targets
- To lead, manage and develop staff and visitors who contribute to teaching

At Marden we believe that a good curriculum leader:

- Makes decisions for one reason : LEARNING
- Takes full responsibility for what happens in the subject
- Knows what is happening in the subject
- Knows what needs improving
- Creates a culture where teaching and learning come first
- Leads staff through support and challenge
- Sets a professional example

A good curriculum leader will maximise learning by:

- Bringing out the best in staff
- Setting a professional example
- Getting the balance right between support and challenge for staff and students: 80% support, 20% challenge
- Understanding the difference between leadership and management (leadership is the effect you have in developing staff: management is providing the systems and structures which enable you to reach the highest possible standards)

A good curriculum leader must have:

- clear, written aims, plans and objectives
- an agreed RAP
- agreed schemes of work which include all students
- an agreed SEF evaluating strengths and weaknesses
- high quality assessment and feedback
- clear, simple records on pupils' progress
- analysis of standards and how well different groups are doing
- regular, minuted meetings
- planned professional development
- well deployed resources, including support staff
- Plentiful, accessible and high quality resources, often available on the learning platform

Selection Criteria

Key Criteria	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> ● Qualified teacher status ● Substantial recent training in relevant areas ● Musical skill of a high standard 	<ul style="list-style-type: none"> ● Willingness to undergo further training and development ● Subject leadership training ● Teaching and learning styles training
Experience	<ul style="list-style-type: none"> ● At least two years successful teaching up to and including GCSE ● Regular, high quality contribution to extra curricular musical activities ● Flawless record with regard to safeguarding ● Good record of professional conduct 	<ul style="list-style-type: none"> ● Successful participation in or leadership of an initiative to improve teaching and learning ● Participation in or leadership of cross curricular initiatives ● Deployment of peripatetic music tuition ● Flawless record with regard to professional conduct
Competence	<ul style="list-style-type: none"> ● Good understanding of the impact of good music teaching on personal and academic development ● Objective evidence of adding value at GCSE ● Objective evidence of a consistently high standard of classroom practice ● Successful record of organising extra curricular music ● Good time management and organisational skills ● Skill in behaviour management ● ICT literate ● Effective communication in speech and writing 	<ul style="list-style-type: none"> ● Delivery of staff training ● Monitoring and evaluation ● Subject strategic planning ● Ability to contribute to growth of E-learning ● Successful record of organising extra curricular music as evidenced by community confidence, reviews, success in competitions etc.
Personal qualities	<ul style="list-style-type: none"> ● Core values are consistent with those of Marden High School ● Passionate about music ● Positive attitude, even at times of change and challenge 	

	<ul style="list-style-type: none">● Devoted to music in a wide range of genres● Prepared to devote time to extra curricular music● Flexibility● Team player● Insightful● Reflective	
<i>Other requirements</i>	<ul style="list-style-type: none">● Good record of health and attendance● Smart appearance● Commitment to extra curricular activities	