

Hadrian Learning Trust – Job Description and Person Specification

Post title:	Music Teacher	Director/Service/Sec tor:	Children's Services
Pay range:	MPR / UPR	Workplace:	HMS and QEHS (Part of HLT)
Responsible to:	Curriculum Leader for Computing	Date Updated:	April 2024
Job description Ref:	HLT Music Teacher		
Responsible for:			
<p>Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.</p>			
<p>Job purpose: To carry out the responsibilities of a trust subject teacher with regard to the teaching standards, impact on progress and outcomes for your own pupils, whole school responsibilities and health and safety/safeguarding. In addition, the following responsibilities are outlined below.</p>			
Resources	Staff		
	Finance	Orders and invoices; petty cash	
	Physical	Office and subject equipment, accuracy and security of databases	
	Clients	Internal (teachers, other staff, pupils) and external (parents, visitors, members of the public external agencies).	
Duties and key result areas:			

Responsibilities

To be accountable for the educational progress of learners in designated class groups by effective teaching and learning. Support the work of the school/department/subject as follows:

Teaching

To:

- plan and teach lessons to the classes you are assigned to teach within the context of the departmental plans, curriculum and schemes of learning (teaching music in both Key Stage 2, 3, 4 and 5 as directed).
- participate in arrangements for preparing pupils for internal and external assessments.
- direct and supervise support staff assigned to you or the pupils in your classes (e.g. learning support assistants).

Impact on educational progress of pupils

To:

- work with the Curriculum Leader(s) to identify targets for achievement for all pupils taught.
- monitor pupil progress against targets and based on ongoing assessment.
- report appropriately to parents/carers on pupil progress.
- monitor standards of behaviour and application in line with whole school and department policies.
- help plan and implement strategies for improvement.
- provide feedback to pupils on a regular basis and in line with the whole school approach.

This generic job description will be accompanied by an annual, negotiated plan indicating the priorities and outcomes sought and based on the annual development planning process.

Teacher Specific whole School Responsibilities

To:

- participate in professional development activities, maintain and develop expertise in current practice, and share this with others.
- contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the school's values and vision.
- work with others on curriculum development to secure co-ordinated outcomes.
- subject to the cover paragraph in the most recent School Teachers' Pay and Conditions document, supervise and, so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- deploy any resources delegated to you.
- participate in arrangements for your own appraisal (or ECT Induction for early careers teachers).
- communicate appropriately with pupils, parents and carers, and other colleagues in school.

Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a pupil
- Attend multi-agency meetings where relevant
- Provide advice and guidance where relevant for pupils seeking support
- Where relevant, liaise with academic team regarding academic support and its implementation
- Communicate with relevant staff where necessary regarding support in place for pupils



- Provide advice and guidance to staff, pupils and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust’s Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
 - a. Safeguarding and Child protection
 - b. Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
 - c. Data protection
 - d. Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school’s policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings
- Participate in training and development as required.
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or pupils.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Work Arrangements

Transport requirements:	None
Working patterns:	Monday to Friday
Working conditions:	Office and Classroom based

Work Arrangements

Transport requirements:	Required to use own transport to travel within and out-with the County
Working patterns:	Normal work patterns
Working conditions:	Normally indoors; there may be occasions where you would be required to



work at QEHS, Hexham Middle School or other school within the Trust		
PERSON SPECIFICATION		
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Qualified Teacher Status. • A DfE recognised and relevant teaching qualification. • A degree in an appropriate discipline. • Ability to teach across the full ability and age range. • Experience of teaching at Key Stage 3. • Proven track-record of raising achievement. • Knowledge of curricular developments in your subject area. • Knowledge of developments in teaching and learning. • Knowledge of raising achievement strategies. 	<ul style="list-style-type: none"> • Experience of teaching Key Stage 2 pupils. • Experience of working in a team. 	(a), (t), (g)
Experience		
<ul style="list-style-type: none"> • Recent experience of teaching in Key Stage 3. • Recent experience of teaching computing. • Able and willing to teach Key Stage 2 (this will be a significant part of the timetable). 	<ul style="list-style-type: none"> • Recent experience of being a form tutor in Key Stage 2 or 3. 	(a), (i), (g)
Skills and competencies		
<ul style="list-style-type: none"> • Ability to show initiative. • Ability to motivate others. • Ability to think clearly, calmly and to complete tasks successfully. • Able to demonstrate excellent standards of classroom practice and behaviour management whilst displaying high expectations and ambition for all learners. • A detailed, up-to-date knowledge and understanding of teaching, learning and behaviour management strategies • Able to use assessment and data to target teaching and ensure strong achievement and progress of all learners. • Able to use ICT to support learning, record keeping and assessment such as analysis of pupil achievement and behaviour data. • Able to design and teach effective lessons and learning activities across relevant curricula, age and ability ranges including personalising learning to meet the needs of individual pupils. 	<ul style="list-style-type: none"> • Skills and interests which could contribute to the wider curriculum offer and educational experience at the school. • Knowledge of and experience of assessment and reporting arrangements in Key Stage 2 and 3. • Willing and able to contribute to the extra-curricular activities and wider work of the school. • Able to support and contribute to the development of a curriculum area in line with the school's improvement priorities. 	(a), (i), (t)

<ul style="list-style-type: none"> • Ability to relate well to colleagues. • High standard of preparation and marking. • Highly developed organisational skills. • Highly developed oral and written communication skills. • Ability to form productive relationships with young people. • Evidence of relevant and ongoing commitment to professional development and training (this could include recent teacher training experience). • A willingness to co-ordinate, contribute to and lead extra-curricular activities within, and outside, the department. • The ability to converse at ease with stakeholders and provide advice in accurate spoken and written English is essential for the post. As is an ability to fulfil all spoken aspects of the role with confidence through the medium of English. 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Professional vision. • Positivity and enthusiasm. • Ability to enthuse young people in the study of your subject area. • Outstanding role model of values for children. • Ability to respond to change. • Ability to think clearly, calmly and to complete tasks successfully. • Willing to be involved in the whole life of the school. 		(i)
Other		
<ul style="list-style-type: none"> • Willingness and evidence of relevant and ongoing commitment to professional development and training (this could include recent teacher training experience). 		(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.