

COGNITA

Role Profile: Music Teacher (part-time)

Purpose

To ensure the effective teaching of music to all pupils across the school, helping them to develop creatively both inside and outside of the classroom. Support the policies and aims of the school and ensure the good social, emotional and physical development of every child. Supporting the co-ordination of all musical activities throughout the school.

| | |
|-----------------------|---|
| <i>Location:</i> | Breaside Preparatory School |
| <i>Reporting to:</i> | Executive Principal |
| <i>Department:</i> | Teaching |
| <i>Working hours:</i> | Part-time, plus INSED days (Wednesday and Friday afternoons) |
| <i>Checks:</i> | Enhanced DBS, Prohibition from Teaching and 2 satisfactory references |
| <i>Starting:</i> | As soon as possible |

Key Accountabilities

Teaching

- To have excellent knowledge, concepts and skills in the specialist subject of Music as part of the whole school curriculum and ethos.
- Have knowledge and expectations of the National Curriculum for EYFS, KS1, KS2 and beyond, and the ability to evaluate and extend a Scheme of Work to suit the aspirations of the school and students.
- To regularly undertake research and training where necessary to keep well informed of current developments within Music and the Performing Arts.
- To be prepared to teach non-specialist subjects as required to support colleagues across the school as and when necessary and work closely with Subject Leads/Co-coordinators to ensure music links are cross-curricular.
- Plan, prepare and review lessons, evaluating, showing continuity and progress and using assessment materials for pupils from Kindergarten to Year 6.
- Have an in-depth knowledge of the musical instruments and ability to play the piano to a high standard.
- Work alongside other staff on the preparation and development of music throughout the school including performances.
- Set appropriately challenging expectations for each pupil allowing them to reach their true potential.
- Teach Recorders to Year 2 and Keyboard from Year 3 upwards to give children the skills to be able to read music, as well as play, as part of their music lessons.
- Develop and conduct the Orchestra, to include leading rehearsals, attending school events, identifying out of school events at which to play as a group and entering competitions.

Teaching

- Present lessons using clear language and lesson objectives using a variety of teaching styles and methods where appropriate.
- Liaise with staff regarding Morning Assembly hymns or children playing an instrument to allow them the opportunity to showcase their individual/groups talents with the possibility to plan these around Assembly themes.
- Create an attractive learning environment by arranging to display student work and other material in the classroom.
- Work as part of a team on end of year/term productions for the whole school to include the Christmas Carol Concert, Easter Celebrations, end of year celebrations and Harvest Festival and introduce new initiatives.
- Teach afterschool clubs such as choir/orchestra.

Classroom Management:

- Create and maintain an inspirational learning environment for the pupils and maintain their interest and motivation.
- Maintain the highest standards of behaviour and discipline for pupils and safeguard their health, safety, and well-being both when they are on the school premises and when they are engaged in authorised school activities off-site.
- Use grouping that is appropriate for particular learning purposes i.e. whole class, pairs, small groups and individual.
- Use appropriate sanctions and rewards in line with whole school policy.
- Identify the current level of attainment of individual students.
- Assess and record systematically the progress of individual students in line with subject and whole school policy. Identify More Able & Talented or a child who needs support and ensure that they are on the relevant registers.
- Mark and/or give feedback to students regularly on their progress.
- Use assessment as a fundamental part of teaching, plan, prepare and review assessments throughout the year.

Tutoring:

- Promote the general progress and well-being of any group of pupils assigned to you.
- Provide guidance and advice to pupils on educational and social matters and on their education and future careers, including information on sources of more expert help.
- Make records of, and report on, pupils' personal and social needs.
- Communicate and consult with parents as required.
- Write references for pupils who exceed in the subject of Music/Performing Arts as they transfer to senior school to support a Scholarship or Bursary Award.

Professional Development

- Participate in any arrangements for the appraisal of your own performance and, when appropriate, that of others.
- Review from time to time your methods of teaching and programme of work.

Educational Methods

- Advising and co-operating with the Executive Principal/Deputy Heads and other teachers on the preparation and development of courses of study, teaching programmes, methods of teaching, assessment of pastoral arrangements and teaching materials.
- Being aware of developments in the ever-developing Digital World and how they may be integrated into your subject.

Other Duties

- Organisation of Parent meetings, INSED and participating in Staff Meetings at the school which relate to any of the purposes described above, the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Working with other members of staff as necessary at the end of the academic year to ensure a smooth transition for pupils and teaching staff into the next year, including liaising with teachers.
- Attending/leading assemblies, registering the attendance of pupils and supervising them, whether these duties are to be performed before, during or after school sessions.
- Undertake any other duties that are commensurate with the level of this post.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures, and staff code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.

Key Stakeholders:

- **Internal** - Communicating and consulting with the parents of pupils.
- **External** – Communicating and co-operating with persons or bodies outside the school.

Benefits

- Competitive Salary
- Contributory Pension Scheme
- Professional Development
- School fee discount
- Free Tea and coffee provided
- Free lunch provided
- School holidays and public holidays

Person Specification

| | Essential | Desirable |
|-------------------------------|---|---|
| Qualifications | <ul style="list-style-type: none"> • UK Qualified Teacher status (QTS) • A-C GCSE's (or equivalent) in English and Maths • Evidence of a commitment to good teaching practice • Evidence of participation in continuous personal and professional development or study • Degree in Music | <ul style="list-style-type: none"> • Understanding of how to use basic first aid equipment as required. |
| Skills & Knowledge | <ul style="list-style-type: none"> • Excellent behaviour management skills • Intermediate IT skills • Understanding of Safeguarding | <ul style="list-style-type: none"> • Understanding of regulatory compliance requirements. • Basic understanding of Preventing Extremism |
| Experience | <ul style="list-style-type: none"> • Recent teaching experience in a school • Knowledge of relevant Key Stages and National Curriculum requirements • Theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • An understanding of safeguarding procedures and child protection methods and responsibilities • Understands and values the processes of planning as an aid to raising standards & attainment | |
| Other | <ul style="list-style-type: none"> • Neat, tidy professional appearance. • Pleasant and friendly manner • Confident approach to varied situations. | |

Signed:

Name (print):

Date: