

# SUBJECT LEADER MUSIC

St Augustine's CE High School

## Applicant Pack

*"The vision of faith, hope and love is central to this school.  
The core values of kindness and inclusion are guiding principles."  
(OFSTED March 2023)*

# About St Augustine's Federated Schools

We are a multi-cultural, multi-faith school with a distinctive Christian ethos. In October 2019 the High School and St Augustine's Primary School joined together in a federation to create St Augustine's Federated Schools known as SAFS.

St. Augustine's is a vibrant and successful 11-19, fully comprehensive school in Kilburn where we encourage everyone, to "be the best that we can be". Our students enjoy their school lives, and we try to ensure that decisions are made in the best interests of the students or to improve their learning.

It is our aim that all students leave us with the skills and abilities required to be lifelong learners and positive role models in the community. We are aiming to prepare them to be citizens of the world by teaching shared values and an understanding of the world around them.

## Our Christian & Shared Values

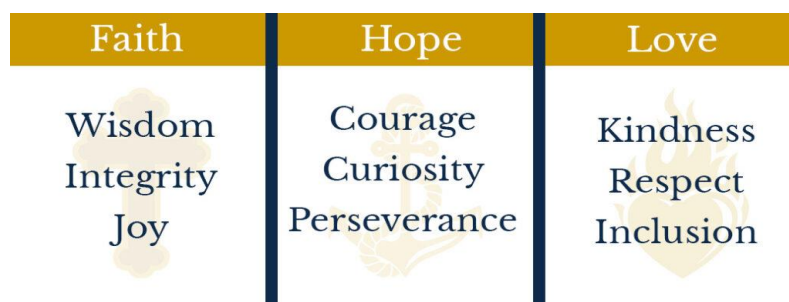
St. Augustine's is an inclusive, happy and vibrant learning community that aims to ensure that every student achieves and experiences as much joy as possible during their time with us. By working in partnership with parents and carers we have confidence that our students will practice courage and perseverance in achieving their hopes and aspirations. However, we also recognise that young adults need to build character from within and have good role models. We support this through promoting explicit Christian values which are linked to our school saints:

## Who We Are

We want all our community to have equal opportunities to experience "Life in all its fullness (John 10:10)." We are a highly inclusive, voluntary aided, Church of England school, which takes a unique trauma informed approach to student behaviour, engagement and wellbeing. We provide our young people with a world-class, work-related learning experience which results in outstanding outcomes and employment destinations. This vision drives us to constantly seek ways in which we can positively impact on the life chances of our students.

We were founded in 1870 by the parish of St Augustine, Kilburn through Fr. Kirkpatrick the first vicar and Mother Emily Ayckbown of the Community of Sisters of the Church.

Today the school maintains its strong links with the parish and the local community. We are a co-educational fully comprehensive 11-19 school, actively welcoming students whose heritage is from all over the world, whatever their background, belief or ability level. Diversity is our strength, and it is embraced and celebrated here. Our staff come from all backgrounds and walks of life and all members of our community work hard to provide a caring, safe, positive and happy learning environment. We are committed to providing a fair, equitable and mutually supportive leaning and working environment for students and staff.



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## From our Head of Federation, Eugene Moriarty



Thank you for your interest in St. Augustine's Church of England High school, part of St Augustine's Federated Schools. We are a multi-cultural, multi-faith school with a distinctive Christian ethos who in October 2019 joined with the St Augustine's Primary School to create St Augustine's Federated Schools known as SAFS.

Every student at St. Augustine's is treated as an individual, who we have the highest expectations of in terms of character and educational outcomes. Our motto is "Be the Best that we can be" and we support all of our community to achieve this.

Our recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) said 'The lives of pupils at St Augustine's are transformed because they are nurtured and cherished by skilled, caring and insightful adults in the school. School leaders and staff, motivated by the school's vision, go to exceptional lengths to ensure that pupils, particularly the most vulnerable have hopeful futures.'

We believe that being part of the Federation offers many benefits to both schools and that together we are stronger and better enabling us to share expertise and professional development opportunities across staff teams and to recruit and maintain high quality teaching and support staff at all levels.

## From our Head of High School, Rachel Kelly



I would be delighted to welcome you St. Augustine's High School and encourage you to visit us for a tour of our school. St. Augustine's High School provides a safe, nurturing and inclusive environment where all students can thrive academically, socially, and emotionally.

We are proud to be the lead Trauma Informed School in the area, recognising that trauma has a profound impact on learning and behaviour. We work together to create a healing and supportive environment for all students. We believe that every student has the potential to "Be the Best they can Be". We are committed to helping our students reach their full potential and are proud of how this was reported by Ofsted in our latest Inspection (March 2023) who said: "Leaders have high expectations, including for pupils' behaviour. They

provide pupils with support and guidance. Pupils are safe, happy and well cared for by staff. Pupils appreciate staff's approach to managing behaviour in a fair and reflective way."

Our mission is to empower each student to develop their unique abilities, interests, and talents through a challenging and engaging curriculum, a supportive and inclusive community, and a culture of excellence and continuous improvement. We are committed to transforming the lives of all our students, through our Christian Virtues of Faith, Hope and Love.

St Augustine's is a special place to work – our culture is collaborative and supportive. Each department works hard towards delivering their objectives but will always make time to support colleagues, sharing knowledge and skills and working together on whole school events. I hope this pack provides you with all you need to move forward with your application. If you are left with questions, please contact our HR Department; we look forward to receiving your application.



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## Our Benefits

We value the hard work and dedication of all our staff and the impact it has on our ability to achieve our aims and goals. No matter what your role, by joining St Augustine's Federated Schools, you will be making a difference to the lives of young people in our community and the Federation. St Augustine's has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives including:

- Excellent opportunities for continuous professional development and support to progress your career
- Pension scheme (Teachers' Pension Scheme or Local Government Pension Scheme) with generous employer contribution
- 27 days annual leave plus bank holidays (for non-term time only staff), rising to 30 days after 5 years' service
- Lifestyle friendly working arrangements and policies
- Employee Assistance Programme for free and confidential advice
- Cycle to work salary sacrifice scheme
- Interest-free season ticket loans
- Contribution of £20 towards eye tests and £65 towards frames/lenses
- Weekly opportunity to meet with the Headteacher during her 'clinic'
- Staff Well-Being Programme
- Free social events for staff
- Fallow Weeks and regular staff consultation

## Federation Ethos & Expectations

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post and to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- To engage actively in the performance review process, addressing appraisal target set in conjunction with the line manager each Michaelmas Term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the Federation
- To play a full part in the life of the Federation community, to support its distinctive aims and ethos and to encourage other staff and students to follow this example
- To support and attend Federation events and support our Church of England vision and ethos
- To adhere to the Federation's Dress Code
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the Federation's Safeguarding/Child Protection policies
- To be aware of, comply with and promote all Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Federation 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 (as defined in the Equality Act 2010).
- Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



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## Job Description

<b>Job Title</b>	Subject Leader Music
<b>Line Manager:</b>	Designated Line Manager/SLT
<b>Term:</b>	Permanent/Full time
<b>Salary:</b>	Inner London MPS/UPS TLR2c

## Main purposes of the job

To lead and manage all aspects of the Music department and provide an effective and efficient teaching service.

To ensure high standards of teaching and learning of Music across Key Stages 3, 4 and 5 as set out in the curriculum in accordance to departmental and school policy.

To line manage the Music department providing high quality leadership and to ensure it is well managed and organised in a way that meets the aims and objectives of the school.

## General Responsibilities

### TEACHING, LEARNING AND ASSESSMENT

- To oversee the planning and preparation of all teachers within the Department, providing support and guidance where necessary
- To ensure that all lessons have good pace and a level of challenge that enables all students to make good progress
- Work with the team to continually improve the standard of Teaching and Learning in the Department
- Develop good practice in assessment within the department
- To manage the resources of the Department efficiently to maximise the potential for making lessons stimulating and varied
- To have overall responsibility for the learning and progress of every child's learning in the department
- To use prior attainment and predictive data to set targets for student progress in KS3, 4 and 5
- To work with SLT in the setting of targets for department results at KS3, 4 and 5
- To identify individuals and groups who are making insufficient progress, and organise interventions which will help put their learning back on track
- To monitor the progress of particular groups of children (e.g. pupil premium, ethnicity, LAC and SEND)
- To take overall responsibility for public examination entry, coursework or equivalent practical assessments and preparation
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3
- To be responsible for fostering an ethos of aspiration and challenge within the Department
- To take a lead role in Quality Assurance within the Department, including lesson observation, work scrutiny and learning walks
- To recruit students from KS3 to take up courses offered by the Department at KS4
- To recruit students from KS4 to take up courses offered by the Department at KS5, including promoting the offer externally
- To oversee the implementation of our 'Walkthrus' programme within the department.

### CURRICULUM

- Select appropriate programmes of study and exam board syllabi for the courses within the department
- Ensure that curriculum plans are differentiated to meet the needs of all students
- Use sound assessment practice to track progress throughout KS3, 4 and 5.

### LEADERSHIP AND MANAGEMENT



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- Review progress towards targets and outcomes laid out in the Subject Improvement Plan and to amend the plan accordingly
- To analyse and complete the Year 11 and Year 13 Exam Analysis Document to inform the academic year's objectives
- To be responsible for department's performance management in accordance with school policy
- To have overview of each staff members CPD needs and to take responsibility for helping each colleague to fulfil these
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Department.

### **MONITORING, ASSESSMENT, AND REPORTING**

- Mark and monitor students' work and set targets for progress in accordance with schools marking policy
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents and attend parents evenings and any parent meetings as required.

### **PASTORAL DUTIES**

- Promote the general progress and well-being of individual students
- Liaise with the Pastoral Year Co-ordinator to ensure the implementation of the school's pastoral system
- Accompany them to collective worship, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Contribute to PSHE and citizenship and enterprise according to school policy
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events
- To model effective trauma informed approaches across the whole school.

### **OTHER PROFESSIONAL REQUIREMENTS**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and procedures of the school
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Support the school's distinctive Church of England vision and ethos
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and Options Evenings
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents/carers and governors.

### **GENERAL**

- To work according to the School's policies and procedures.



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## Person Specification

<b>Qualifications &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>• Degree in relevant subject</li> <li>• QTS</li> <li>• Record of excellent classroom practice</li> <li>• Evidence of continuing professional development relating to leadership and management</li> <li>• Evidence of further professional/educational study</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of delivering outstanding outcomes through own teaching and working with others</li> <li>• At least 3 years successful experience of teaching, including teaching students from diverse backgrounds and across a broad range of abilities</li> <li>• Experience of teaching widely across the age and ability range at Key Stages 3 and 4 and 5</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Evidence of the successful impact of working with students with special educational needs</li> <li>• Evidence of leadership and management qualities that demonstrate the ability to be both a successful leader and member of a team</li> <li>• Record of participation in activities beyond own classroom designed to have an impact on students' progress either at subject or year level, such as organising extra-curricular activities or working for an exam board.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• An ability to create resources for teaching and engaging students in their learning</li> <li>• Ability to coach colleagues on their daily practice in planning, teaching and assessment</li> <li>• A confident grasp of strategies to differentiate and personalise learning</li> <li>• Ability to project a positive image of the department across the school community to students, colleagues and parents/carers</li> <li>• Ability to lead and manage a team of colleagues</li> <li>• Excellent inter-personal skills</li> <li>• Ability to contribute effectively to the Teaching and Learning team</li> <li>• An ability to communicate a vision and inspire others</li> <li>• An ability to build effective working relationships</li> <li>• Ability to develop and sustain positive relationships with parents/carers, staff and students</li> <li>• Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment</li> <li>• A thorough knowledge of the National Curriculum</li> <li>• Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure</li> <li>• Understanding of the needs of students in a diverse school population.</li> <li>• Effective communication, good time management, ability to prioritise and problem solve</li> <li>• Knowledge and understanding of monitoring and evaluation procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>



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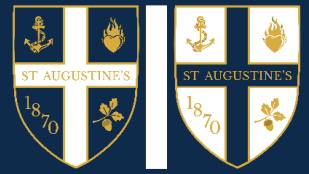
<b>Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to deliver outstanding lessons proven by a track record of being rated consistently good or outstanding for lesson observations and book checks.</li> </ul>	<ul style="list-style-type: none"> <li>• Desirable</li> </ul>
<b>Personal &amp; Professional Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school</li> <li>• An ability to work under pressure and prioritise effectively</li> <li>• A 'Can do' approach to work in school</li> <li>• A commitment to maintaining confidentiality at all times</li> <li>• A commitment to safeguarding and equality and promoting the welfare of young people</li> <li>• Commitment to achieving the highest possible results for all students</li> <li>• Strong ongoing commitment to developing your own knowledge skills and understanding as an educator</li> <li>• Able to keep confidentiality throughout all aspects of work</li> <li>• Good attendance and punctuality</li> <li>• Resilience, energy and enthusiasm</li> <li>• Adaptability to changing circumstances and new ideas</li> <li>• Committed to the ethos and values of the school</li> <li>• Willingness to be flexible and take on additional duties as and when require.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way</li> <li>• A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities</li> <li>• A commitment to working in a flexible and collaborative manner with all members of the school community</li> <li>• Ensure implementation and promotion in employment and service delivery of the School's equal opportunities policies and statutory responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>

***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 their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.***

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.







# Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date on our application form (CVs are not accepted).

Thank you for your interest in the St Augustine's Federated Schools. We look forward to receiving your application.

## How To Apply

Please visit <https://www.stahigh.org/about-us/our-current-vacancies/> to download our application form. Completed applications should be sent by email to [applications@stahigh.org](mailto:applications@stahigh.org) by **NOON on Monday 20 May 2024**.

## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A supporting statement

## Help and Support

If you have any queries, or for help and support completing your application, please contact [applications@stahigh.org](mailto:applications@stahigh.org)

## Safeguarding Notice

The St Augustine's Federated Schools are committed to ensuring the highest level of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.