



## **Culture and Libraries**

### **Head of Curriculum & Vocals Support for Schools Job Description and Person Specification**

## Job Description

<b>Job Title:</b>	Head of Curriculum & Vocal Support for Schools
<b>Service Area:</b>	Music and Drama
<b>Function:</b>	To Lead a team of Teachers working in schools and at the Music Centre.
<b>Team:</b>	Music Service
<b>Post number:</b>	CL
<b>Grade:</b>	TPC + TLR 1
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	1265 PA
<b>Base location:</b>	John Savage Centre, Fencepiece Road, Hainault, Ilford, IG6 2NB
<b>Reports to:</b> <i>Job title</i>	Deputy Head of Music Service.
<b>Responsible for:</b> <i>Job titles of direct reports</i>	<i>A team of curriculum and vocal teachers.</i>
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	To form part of the leadership team and contribute to the development of the organisation and its staff. To lead a team of teachers providing Curriculum Support and vocal work within the Redbridge Music Service. To provide advice and support to schools in Redbridge. To teach according to your specialism in schools and at the Music Centre.
<b>Key external contacts:</b> <i>Organisations</i>	Schools in Redbridge Partner providers within the North East London Music Education Hub
<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	The rest of the Leadership Team. Teachers with specific areas of responsibility within National Curriculum for Music and Vocal Strategy. Support staff at the Music Centre. Teachers in schools and at the Music Centre.
<b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	Although not responsible for a budget you will be responsible for advising schools on how to best use their music budget and will contribute to ensuring schools continue to invest in the Music Service.

<b>Key areas for decision making:</b>	Deployment of staff within your department. Performance management of a number of teachers. Content and nature of CPD for schools including network meetings for school music leaders.
<b>Other considerations:</b> <i>E.g. working patterns</i>	The music service operates mostly during term times but some evening and weekend work is required on occasions.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
<b>Contribute to the development of the Music Service</b>	<b>This will involve:</b> Contributing to leadership meetings and keeping up to date with current developments in Music Education, particularly in the area of National Curriculum Music and Vocal Strategy.
<b>Provide Line Management for a Team of Teachers</b>	<b>This will involve:</b> Providing performance management including lesson observation and feedback to your team. Being responsible for deployment of the team into schools. Ensuring that there is good curriculum leadership within the team including providing mentorship to teachers with specific areas of responsibility.
<b>Leading on the Vocal Strategy for Redbridge.</b>	<b>This will involve:</b> Leading on the organisation of the bi-annual choral festival at the Royal Albert Hall. Providing leadership to choral and singing teachers within the service. Overseeing the development of out of school choirs.
<b>Ensuring that the Service provides good advice and support to Schools.</b>	<b>This will involve:</b> Visiting schools to advise on their Music Plan, organising CPD and coordinators meetings for schools.

<b>Teaching according to your specialism in schools and at the Music Centre</b>	<b>This will involve:</b> Contributing up to 20 hours of teaching within the service. This can be classroom or instrumental / vocal / ensemble. All members of the leadership team are expected to model outstanding teaching in a variety of settings.
	<b>This will involve:</b>

<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Company/Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Company/Council's databases and systems. Any breaches could result in disciplinary measures.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Company will require a CRB Disclosure check and references will be taken up prior to interview.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Company/Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote all relevant policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services, ensuring Vision's values and embraced and adopted</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>

<p><b>To contribute as an effective and collaborative member of the team</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<p><b>Flexibility</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.</li> </ul>

## Person Specification

Post Number:		Job Title:					
<i>Method of candidate assessment: A = Application form I = Interview T = Test.</i>					<b>A</b>	<b>I</b>	<b>T</b>
<b>Minimum education/ qualifications:</b>	Music Degree or equivalent. QTS			X x			
<b>Minimum experience/ knowledge/ skills:</b>	Experience of teaching in either a Music Hub or School. Good knowledge of the National Curriculum for Music and the expectations of the National Plan for Music Education.			X	X		
<b>Minimum competencies:</b> <i>Customer focus</i>	A good understanding and empathy of the wider issues for schools.			x	x		
<i>Communicating and influencing</i>	Credibility with schools, teachers and the wider music community. Ability to lead by example			x	x		
<i>Building relationships, working together and in partnership</i>	Experience of working with a range of partners in Music Education. Ability to contribute to the wider aims of the service.			x	X		
<i>Respecting &amp; implementing diversity</i>	Knowledge and experience of the role that the arts and culture can contribute to developing a cohesive community, particularly in an area with a diverse and transient population. Knowledge and/or experience of how pupils with additional needs can be supported to access music			X X	X X		
<i>Planning, organising &amp; achieving results</i>	Able to deliver outstanding lessons and the ability to assess and plan for pupils to ensure they achieve their potential.					X	
<i>Embracing change</i>	Ability to adapt and seek positive opportunities in the changing landscape of music education.				x		

<b>For those with managerial responsibility</b> <i>Leadership</i>	To be able to inspire teachers and pupils to achieve at the highest level in music. To put openness and integrity at the centre of your interactions.		x	
<i>Managing and developing people</i>	Ability to support and coach teachers in order to ensure pupils make progress. Knowledge of lesson evaluation and feedback. Ability to manage a remote team including effective deployment. Ability to deliver and commission effective CPD for class teachers.	X	x	
<b>Technical competencies:</b>	Good musical skills, Effective oral and written communication. Good IT skills.	x	x	
<b>Special conditions:</b>				
<b>Signature of Employee:</b>	<b>Name:</b>	<b>Date:</b>		