

Job Title: Head of Music - Whole School (Subject Leader)

Date Revised: 3rd March 2023

Reports to: Vice principal, secondary

Additional Responsibility Points: 7

A. Scope and functions of the role

1. Overall scope of the job

St. Ignatius is considered by parents, students and the public as one of the top schools in the Cayman Islands for ensuring a top-quality music programme. The Head of Music – Whole School is responsible for leading and managing the school’s music programme and overseeing the provision for the teaching and learning of music across the school to ensure high standards of achievement and productions in line with expectations and agreed targets. Furthermore, the Head of Music – Whole School is responsible to ensure oversight of peripatetic provision and other in-school and extra-curricular provision to ensure financial regularity and sustainability.

The Head of Music – Whole School will ensure that St. Ignatius Catholic school achieves its objectives under the following four Strategic Development Pillars:

- a. **Proudly Catholic:** Promoting students’ spiritual, moral, personal and social development, within the school’s Catholic ethos.
- b. **Academically excellent:** Ensuring that students’ achievement exceeds expectations in all areas of their learning and development.
- c. **Accessible to all:** Ensuring that the holistic education provided by the school is accessible to as many Catholic families as possible, and that non-Catholic families are welcomed and supported; ensuring that all learners, including those with additional learning needs, are included.
- d. **Sustainable for the future:** Ensuring that effective policies, structures, practices and accountability measures are in place to ensure continued improvement.

2. Teaching duties

The role will have a teaching component. The expectations listed below will be over and above those set for teachers. There is a separate job description for teaching, and this is available upon request.

3. Core Purpose:

- To lead, manage and oversee the provision for EYFS - Year 13 students in order to:
 - Ensure high standards of achievement and productions in line with expectations and agreed targets.
 - Ensure high standards of behaviour, uniform, work ethic and students’ positive contribution to the life of the school and wider community.
 - Ensure appropriate guidance and support to students so that they can meet their full potential and are prepared for the next stage of their education.
- Have a secure knowledge and understanding of the subject.
- Have an informed vision for the subject.
- Create a climate that enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it and allows students to have a positive attitude to learning the subject.

- Have a secure ongoing knowledge of the progress and achievement of all students taking the subject
- Provide effective leadership, management, and support for subject teachers and other staff
- Lead, manage and liaise with any department coordinator/s with regards to the curriculum, and the achievement and progress of students in the relevant key stage/s.
- Communicate effectively with tutors, teachers, senior management and parents in relation to student progress and achievement in the subject.
- Develop and implement policies and practices for the subject that reflects the school's commitment to effective teaching and learning.
- Liaise with the Liturgy Coordinators/relevant staff to ensure the organization and playing of the music, any staff/student instrumentalists and any choir participation at school masses and assemblies.
- Further develop the existing provision to ensure a high-quality curricular and extra-curricular Music programme across the school.
- Implement and oversee agreed policies and procedures relating to peripatetic provision, as well as other in-school and extra-curricular provision involving school staff to ensure financial regularity and sustainability.

4. Development Planning

- Establish, with the involvement of relevant staff, plans for the development and resourcing of the subject which:
 - Contribute to whole-school aims, policies and practices.
 - Reflect an audit of existing practice across the school.
 - Identify realistic and challenging targets for improvement.
 - Are understood by all those involved in putting the plans into practice.
 - Are clear about action to be taken, timelines and criteria for success.

5. Student Achievement

- Present analysis of internal/external examination performance/ targets for cohort/individual achievement to senior management/other relevant staff in meetings at the start of the school year and at appropriate times during the year.
- Review and evaluate the most recent school/external assessment data, as well as other relevant information, in relation to expected, target and actual achievement for individual students and the cohort.
- Identify and oversee the implementation of strategies by subject staff to address underachievement by students in relation to target grades.
- Follow up with staff, parents any other relevant stakeholders in cases of concerns surrounding student progress and achievement.

6. Curriculum

- Lead whole school curriculum and cross-curricular development in the subject through effective liaison with the Whole School Curriculum Lead, subject colleagues, and other relevant colleagues e.g., Head of Drama.
- Ensure schemes of work are completed, up to date, used and reflect the ongoing practice and development of the subject.
- Liaise with the Vice Principals of Primary and Secondary, subject colleagues and the Timetable Coordinator in respect of the curriculum, timetable and staffing needs of the subject to ensure an appropriate schedule for music lessons.
- Liaise with the Examination Secretary in relation to student entries for internal and external examinations, including the Trinity Guildhall examinations.

7. Assessment

- Establish and implement clear policies and practices for assessing, recording and reporting on student work.
- Ensure assessments and reports are carried out in accordance with school policy by subject staff.
- Ensure that students are placed in appropriate groups in accordance with school and/or department policy.
- Where required, assess (or delegate to subject staff as appropriate) agreed admission tests to ensure the reliable assessment of new student applications. Include relevant scores and notes on the test to the Vice Principal of Secondary/Pastoral lead to inform the appropriate year group/setting in the subject.

8. Quality of Teaching and Learning

- Ensure high standards of teaching and learning by guiding the choice of appropriate teaching and learning methods to meet the needs of the subject and all students, including gifted and talented students and those with IEPs.
- Ensure appropriate liaison between subject teachers and Student Support staff in planning, teaching and learning for students with IEPs or who require in-class learning support.
- Ensure a stimulating learning environment is reflected through notice boards, practice rooms and classroom displays.

9. Monitoring and Evaluating

- Monitor the standards of work and achievement of students' work in all classes across the subject area to ensure consistency of marking and assessment of student work.
- Monitor the performance of students in external examinations and internal assessments. Implement strategies to improve attainment across the subject as required.
- Monitor the progress made with subject improvement plans and achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. To this effect provide the Vice Principals of Primary and Secondary with a written annual report and draft improvement plan.
- Evaluate the teaching and learning of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching and learning.
- Attend meetings with the Vice Principals of Primary and Secondary to discuss the ongoing development of the subject.

10. Managing Own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, extracurricular activities, subject leadership and management and involvement in school development.
- Delegate tasks as appropriate to subject staff to assist with own time management.
- Participate in appropriate professional development in accordance with the school's professional development policy and budget constraints.

11. Managing and Developing Staff

- Hold department meetings as scheduled on the school year calendar.
- Lead professional development through example and support, and co-ordinate the provision of high-quality professional development drawing on other sources of expertise as necessary.
- Take responsibility for identifying the professional development needs of all who teach the subject. Liaise with Senior Management in respect of those needs.

12. Relations with Wider Community

- Lead or be involved in promoting to students and parents the intra-mural and extra-curricular activities related to the subject. Liaise with the extra-curricular coordinator in the creation of a termly schedule.
- Oversee and ensure the involvement and participation of St. Ignatius Catholic School in community initiatives, events and competitions related to the subject e.g., NCFA, Young Musician of the Year, Cayman Arts festival etc, in accordance with the agreed policy on students out of lessons.
- Act as or delegate to a department colleague, the role of Musical Director for the school musical production. Liaise with and support the Director, as required, to support the organisation and smooth-running of rehearsals and performances.
- Lead the organisation and direction of music concerts at specific times of the school year e.g., Remembrance Service, Christmas concerts, as required, and ensure their inclusion in the school calendar.
- Represent the school at external meetings related to the subject.
- Assist with the promotion of the value and ongoing success of the subject's programme through a variety of meetings and media, both within the school and the wider community.
- Communicate and meet with parents, when appropriate, in order to promote and develop positive academic achievement, behaviour, attendance and punctuality and the personal development of EYFS – Year13 students in the subject.
- Communicate with external stakeholders, in order to ensure relevant attendance at meetings, presentations and that appropriate report deadlines are met.
- Review and evaluate existing policy, and communicate clearly with senior management, teachers, students, parents and peripatetic teachers in relation to the school's policy and procedures on the provision of private musical tuition in the school.

13. Managing Resources

- Establish staff and resource needs, advise the Vice Principals of Primary and Secondary of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject improvement plan.
- Ensure the effective and efficient management, organisation and recording of learning resources, including information and communication technology.
- Ensure the effective maintenance and repair of instruments and inventory.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Liaise with the school Librarian and those responsible for Technology management to develop appropriate resources for the subject.

B. QUALIFICATIONS AND GENERAL COMPETENCIES

1. Qualifications

The requirements listed below are representative of the knowledge, skill, and/or ability required for this role.

| | |
|----------------|---|
| Qualifications | <ul style="list-style-type: none">• A bachelor's degree (a master's degree would be preferable) in education, curriculum, teaching or a related area and qualified teacher certification.• A relevant music qualification |
| Experience | <ul style="list-style-type: none">• A minimum of six years' teaching experience• A minimum of three years' experience in a leadership position focused on improving teaching in the primary / secondary phases, ideally in a school following the British curriculum• A track record of improving practice, ideally in an outstanding / excellent school environment• Confidence in the use and interpretation of student data• Experience working with international students and families with a deep, working knowledge of the importance of culturally responsive practice. |

2. General Competencies

- a. Adopts a co-operative approach within the team, sharing knowledge and information.
- b. Maintains high standards of honesty and trustworthiness. Considers ethical implications of issues and decisions while remaining pragmatic.
- c. Promotes the vision of the organization or team to others in a positive and enthusiastic fashion.
- d. Identifies and understands the needs of students and their parents / caregivers.
- e. Analyses information effectively. Identifies the causes of problems and proposes realistic and practical solutions to address them.
- f. Maintains high-quality standards and encourages others to meet similar standards.
- g. Understands and appreciates issues from the perspective of other cultures and countries.
- h. Reaches objective, well thought out points of view; applies common sense to problems.
- i. Seeks new approaches to traditional problems and solutions and takes calculated risks.
- j. Provides clear instructions and direction to others
- k. Demonstrates resilience when faced with setbacks and shows tenacity when striving to reach goals.