

ST HUGH'S SCHOOL

SUBJECT LEADERS ROLE AND RESPONSIBILITIES for MUSIC FOCUS (3/19)

CORE PURPOSE

To provide professional leadership and management for a subject, or subjects, for key stages 3, 4 and Post 16 and associated areas of the curriculum, and to secure high quality teaching, effective use of assessment and improved standards of learning and achievement for all pupils. To efficiently disseminate resources appropriate to the learning needs of the students and ensure they are used effectively.

GENERAL RESPONSIBILITIES

As part of their salary assessment, leadership of this role will be part of Upper Pay threshold

INSET, directed time and non-contact time will be made available to meet their responsibilities. However, there is an expectation that subject leaders will also do a reasonable amount of work outside of directed time in order to meet their responsibilities as explained in the School Teachers' Pay and Conditions of Service.

Specific targets will be negotiated each year in line with the targets identified in the school development plan and/or their performance review. There will be a review of their specific curriculum responsibilities in the light of any significant changes in the school's development needs.

There will be elements of multisite working.

SPECIAL RESPONSIBILITIES

With regard to their designated subject(s) in the school curriculum, subject leaders are required to:

1. draw up policy documents and schemes of work (long-term and medium term plans) which fully support the national, LA and school policies on inclusion and entitlement and ensure that there is continuity in the subject between Key Stages 3, 4 and Post 16, within year groups in each Key Stage
2. ensure that all documents are parent-friendly and child-friendly;
3. monitor and evaluate curriculum delivery throughout the subject according to a rolling programme and improve policies, schemes of work, guidance for teachers and assessment instruments, as necessary;
4. make an annual audit of the available teaching resources, staff professional development needs and school documentation (which will also be in keeping with any centre accredited marks)
5. provide a written evaluation of progress towards targets identified in the last edition of the school development plan report to governors and make recommendations about new targets for incorporation into the next edition of the school development plan/report to governors
6. be responsible for raising staff awareness and skills to meet present and future needs within music and for leading school-based INSET activities and curriculum development working groups if appropriate.
7. give advisory support to other members of staff in relation to short term plans, assessment, recording and evaluation in relation to the subject(s) (including accreditation routes);
8. give advisory support about SATs (tests and tasks) and assessments of student performance in relation to school target setting and end of key stage reports, examinations where appropriate;
9. regularly update and keep a master copy of the policy and scheme of work for reference in the subject file;
10. organise subject meetings to consider specific issues of organisation, subject knowledge and development with relevant staff, when required;

11. attend regular meetings with relevant leaders and other leaders/colleagues to discuss factors that ensure continuity and cohesion across subjects and revise school arrangements as necessary;
12. maintain and ensure the effective use of any whole school teaching resources for which they are given responsibility;
13. bid for finance for resource development and order new resources as and when funds are made available;
14. maintain an overview of student's progress through schemes of work by monitoring student's work, annual reports, annual review reports and the records kept by teaching staff and submitting a termly report to the governing body;
15. keep up to date of current research and good educational practice and liaise with recognised specialists for the subject(s), including SLE's, curriculum support teachers and with subject leaders in mainstream schools (in keeping with the research and development teaching standard);
16. actively work with the relevant subject leaders in the primary special school to maintain continuity and progression for pupils in the designated subject(s);
17. develop knowledge, skills and understanding as part of the music curriculum
18. report termly to the Governing Body who are responsible for liaising on matters relating to the subject including the completion of learning walks, moderation, report to governors and termly analysis regarding feedback
19. maintain and update the subject curriculum file (including subject self-evaluation, learning walks and action plan);
20. co-ordination of peripatetic service and lunch time music clubs
21. meet with the leadership termly to review and set curriculum development targets.

Additional Responsibilities if candidate demonstrate skill appropriate:-

- Development Artsmark award
- Opportunities for performance
- Organisation of special events in the community e.g. Christmas, dance/theatre opportunities to perform
- Leadership of creative curriculum delivery