



Meols Cop High School



Brokering Aspirations

EVERY DAY IS AN INTERVIEW

A

Attendance and Punctuality

I understand that to succeed I need to attend every day and ensure that I arrive on time to every lesson or learning opportunity I have.

S

Self-Awareness

I have a clear perception of my personality, including my strengths, weaknesses, thoughts, beliefs, motivations and emotions. I am aware of how I impact others.

P

Professionalism

I show the world that I am professional in the way I dress, act and behave. I am ready to take opportunities when they are presented.

I

Initiative

I take advantage of every opportunity that is offered to broaden my horizons and allow me to create opportunities for myself.

R

Resilience

I believe in my own ability; I always persevere and bounce back quickly from any set backs on my journey.

E

Endeavour

I constantly push myself to achieve my goals. I am only satisfied when I have exceeded my high expectations.



Candidate Application Pack

Subject Leader of Music

Meols Cop is the home of ambitious innovators, visionary thinkers and extraordinary pioneers.



IP/PN/Mu21

May 2021

Subject Leader for Music (TLR 2a)

Required for September 2021

Dear Candidate,

Thank you for your interest in the opportunity to join our team here at Meols Cop High School.

I was fortunate to be appointed Headteacher at Meols Cop in September 2019 and feel extremely proud to be leading this extraordinary school. Meols Cop is a beacon for the highest standards of inclusive education and the commitment of the staff across the school provides a culture of support and challenge in equal measures.

As a Research School we are very fortunate to have a culture in which staff are truly committed to professional development and as a leadership team we actively encourage a culture in which our colleagues grow and develop. The successful candidate will not only have access to exceptional development opportunities for their own career but will also play a pivotal role in supporting the development of staff across the school.

At Meols Cop we are extremely ambitious for our whole school community with a vision of 'Brokering Aspirations'. We are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We appreciate the challenges in making this significant career decision at this time so we welcome the opportunity to discuss this position further with you. We would encourage you to watch our Virtual Tour to give a further insight into life here at Meols Cop (<https://www.youtube.com/watch?v=nBk2xjb0gSs>) and look at our website (www.meolscophighschool.co.uk), performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Further details and application forms can be downloaded from the school's website:

www.meolscophighschool.co.uk

Completed applications should be sent to recruitment@meolscop.co.uk and marked for the attention of Mrs Paula Nevins, PA to the Leadership Group. Closing Date: 12pm on Wednesday 19th May with interviews to take place w/c Monday 24th May 2021.

Yours faithfully

Ian Parry
Headteacher



IP/PN/Mu21

May 2021

Subject Leader for Music (TLR 2a)

Required for September 2021

Dear Candidate,

Meols Cop is a successful school at the heart of the local community. We are committed to providing stimulating, challenging and engaging learning experiences for our students and invest heavily in professional development.

We have recently made some exciting new additions to our Music department with the introduction of brand new key boards accessible for all year groups. Our aim is to appoint a subject leader who can bring aspirational prospects to our school community and is dedicated to raising standards through their subject area.

If successful you will be responsible for delivering and developing a KS3 and KS4 curriculum that engages and develops students' passion for music. Students in KS3 receive fortnightly lessons, with students in KS4 choosing to study Music GCSE, receive 6 hours of curriculum during a fortnight.

You will have the opportunity and support from your senior leadership team to run extra-curricular activities for all students across the school.

5 reasons why you may wish to join our Meols Cop High School learning community:

- We are an oversubscribed school where staff are valued, supported, and allowed to develop, encouraged to innovate and given every opportunity to enjoy their teaching and share ideas across the curriculum. Our increasing numbers have meant that we are able to employ extra teachers and expand our curriculum.
- If you are an NQT, you will be given a subject mentor, SLT mentor and be offered a range of in-house coaching and inset.
- You may be a learning tutor responsible for the welfare and progress of approximately 25 students. We work amazingly hard to support our students. They are our greatest resource.

5 essential skills that you will need if you are a successful applicant and that we will look for in your application and interview are:

- We want our teachers to challenge our students in lessons so that they make real learning progress and aspire to achieve new and possibly unexpected, levels of potential.
- Our students need to be interactive learners, given responsibility for their own learning progress and self-assessment. Can you motivate them to achieve this?
- We have a rich and varied community of learners with specialist bases for students with Asperger's syndrome and dyslexia, together with a number of EAL students and others needing specialist care and support. Can you plan lessons and offer pastoral care that allow all students to achieve?
- We want our students to think. Can you push their thinking beyond their comfort zone and open up new learning horizons?
- Our students offer us feedback on our teaching. They tell us that they like caring, friendly, fun teachers who are firm but fair, who make their lessons interactive and exciting, who will help them if needed with

meaningful feedback, but most of all, they like people who seem genuinely interested in them and their school! Could that be you?

5 vital pieces of information about the department that the department would like you to know:

- You will be expected to teach music in both key stages. We begin our G.C.S.E. courses (AQA) in Year 10.
- We expect you to be familiar with, and be aware of, the most recent subject developments and innovative teaching. You will have the highest expectations of our students and your teaching will support student progression to sustain and improve our current results.
- You would be based in our music learning area which has a general classroom, surrounded by practice rooms and a specialist music ICT suite. Both rooms have an IWB and a host of resources.
- You will be responsible for arranging peripatetic lessons across the school and supporting staff to deliver this provision to our students.
- You will have the support and encouragement of a mentor and will be able to access all areas of support available via our cross-curricular CPD inset.
- We have a BFL [Behaviour for Learning] system that will allow you to teach and the students to learn. We want you to enjoy working with our staff and students. Your professional development matters to us.

**Subject Leader for Music skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)**

Essential	Desirable
Teaching	
Proven track record of examination success	
Outstanding innovation practice evidence by impact in the classroom	Examination marking or moderation
Genuine desire to help every students achieve and progress in all lessons	
Ability to teach to GCSE standard	
Appropriate Music degree 2.2 or above	
Exceptional performance ability in chosen instrument.	
Leadership	
Evidence of a leadership role within you current school or example when your potential has been recognised.	Evidence of external leadership courses
Agree with, constant support of, the school ethos and vision.	Role in cross-curricular learning developments.
Up to date knowledge of Music teaching and generic learning and teaching exemplary practice.	Role in INSET/CPD for whole school development
Ability to create, share and deliver your vision for learners.	
Willingness to listen, be flexible and make decision	
Relentlessly focused on driving learning and teaching onwards and upwards in your own department and supporting colleagues when necessary in learning hubs and other departments	
Good organisational and prioritising skills to manage all aspects of the post and to be able to present a clear and concise review of your departments priorities, strengths and weaknesses	
Commitment to developing your own leadership skills	Deliver and arrange a peripatetic timetable
Qualities	
Ability to effectively prioritise your time in order to support the best interest of the school, department and students	Out of school hours commitment
Honesty, openness, integrity and a desire to collaborate and share	
Sensitive to the needs and views of others but strong enough to always do and say what is right and best for our students	
Commitment to seeking out classroom and leadership research/evidence to inform your own practice in every aspect of your role	Active participant in social media, own reading and CPD
Knowledge of recent research and developments in the design and implementation of a history curriculum	



Subject Leader Job Specification

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

Supporting our vision:	<ul style="list-style-type: none"> • To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community. • To monitor, support and demonstrate care about the overall progress and development of students as a Teacher/ Learning Tutor. • To facilitate and encourage, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other.
Supported by:	Assistant Headteacher
Work expectations:	Full-time. 1265 hours a year.
Grade:	TMS/UPS + TLR 2A
Disclosure level:	Enhanced
Collaborative role in your curriculum areas [s]	<ul style="list-style-type: none"> • To be actively involved in, and to make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies. • To play a fully informed professional role in the self-assessment procedures of the curriculum area and the development of agreed targets. • To be fully prepared for directed time meetings and inset within the curriculum area. <p>To be an actively involved in extracurricular music clubs</p>
Collaborative role in your school:	<ul style="list-style-type: none"> • To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues. • To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages. • To articulate your personal views, those of your curriculum area and subject new pedagogical development and relate these to the changing needs and aspirations of our

	<p>students and stakeholders.</p> <ul style="list-style-type: none"> • To contribute honestly and accurately to whole school self-evaluation, intervention and developmental processes. • To adhere to, and be aware of, all school policies and procedure.
Personal effectiveness and professional development:	<ul style="list-style-type: none"> • To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Performance Management Review Cycle taking responsibility for the successful completion of your targets. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self-reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.
Assessment and intervention	<ul style="list-style-type: none"> • To maintain appropriate records as per the school marking and assessment policy and to provide relevant, accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of students' progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be responsible for student under-achievement in your classes; the identification of the under-achievement and the planned intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness.
Parental engagement	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Parents Evenings, being fully prepared to provide personalised information and intervention strategies that include all concerned. • To contribute to the school web-site in areas that will inform and engage with our parents/carers. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Parents Evenings, Information Evenings, and extra-curricular events.
Value for money and safety	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff.

	<ul style="list-style-type: none"> • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students. • To maintain a positive, safe environment that supports learning in which students feel secure and confident.
<p>Care and guidance</p>	<ul style="list-style-type: none"> • To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the weekly programme • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To monitor and support individuals on report and target cards.
<p>Classroom skills and expectations</p>	<ul style="list-style-type: none"> • To plan effectively using the school lesson observation criteria as a guideline. • To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required. • To ensure that all students are aware of the grades/levels they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students. • To undertake a designated scheme of learning and modify to suit the specific class. • To ensure a high quality learning experience based on acknowledged good practice based on discussed and agreed school approaches and Ofsted subject guidance. • To contribute to Suspended Timetable activities. • To research, prepare, update and share subject materials. • To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus and online learning • To ensure that arrangements for students, with due regard for IEPs, are in place. • To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships. • To operate, in a balanced manner, the school BFL system and send the relevant data to the manager for On Call. • To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework. • To undertake assessment of students as requested by external examination bodies,

	<p>departmental and school procedures.</p> <ul style="list-style-type: none"> • To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students to become personally responsible for the assessment and monitoring of their own progress. • To build into the assessment system the opportunities for self/peer reflection and checking. • To follow the School's Code of Conduct for working with students. • To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feed-back given.
<p>Staff expectations</p>	<ul style="list-style-type: none"> • To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example. • To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives. • To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues. • To support the school in meeting its legal requirements for collective worship. • To actively engage in personal development as agreed. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
<p>Individual needs</p>	<p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school 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.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>
<p>Special Conditions</p>	<p>This post is exempt from the Rehabilitation of Offenders Act 1974. All teachers must have Enhanced CRB disclosure.</p>