



# Deputy Head of Music Candidate information brief

Dear Candidate,

Thank you for taking the time to find out more about King Solomon Academy in Westminster and the possibility of joining us. Included in this information pack is information about the academy, and the role of Deputy Head of Music.

We are looking for a leader who is passionate about their subject to teach music to a high standard and contribute more widely to the life of the school's ground-breaking orchestra programme where all pupils learn a string instrument from the age of 8. Our ambitious goal is for all of our pupils to become highly accomplished and successful musicians in our string orchestra. We believe all pupils, with the right role models, expectations and teaching can learn to love and excel at playing a string instrument, irrespective of their starting point.

Our orchestra programme is unique. Rehearsals are the highlight of the week. The elite orchestra at the top of the school has toured many European countries including Austria and Spain as well as nationally, bringing excitement and learning opportunities as well as a transformational culture to the pupils who play in it. Our approach is one of rigour and joy, inspiring pupils to love playing their instruments.

We are looking for an inspiring teacher and leader who is passionate about inclusive, joyful and high-quality music-making. Music is at the heart of our school community. Students have three hours of music at week at Key Stage 3 and two hours a week at Key Stage 2. We believe every child is a musician, but only engaging teachers with a growth mindset can help them develop to their full potential. Our goal is for all of our pupils to become expressive, confident and technically accomplished singers, African drummers, string players, composers and keyboard players, irrespective of their starting point. We want a teacher who values these different musical voices, but is also passionate about the potential of our core strings programme.

Alongside teaching a rich and varied music curriculum, you will also contribute to the school's ground-breaking and transformational KS2 & KS3 instrumental programme where all pupils learn a string instrument from the age of 8. Our instrumental programme replaces a traditional peripatetic model with an inclusive one and helps students to develop, not only a new musical voice, but also a practise ethic and the skills to become lifelong learners.

King Solomon Academy is achieving remarkable things. In our first seven years of GCSE results we have regularly achieved nationally ground-breaking outcomes, including being the top 1% for pupil progress every year, and in 2023, the progress of pupils at KSA was in the top 1% in GCSE and A-level.

KSA is rare in that it is a genuine all-through school. Our pupils join at 2 years old and stay with us until they are 18. By joining KSA you play a part in showing what is possible when children's education is seen as a long term commitment.

Professionally, it also provides teachers and leaders with a unique opportunity to have impact across all phases of learning.

To apply, follow the link at <http://kingsolomonacademy.org/current-vacancies> by **9 am Monday 15<sup>th</sup> April 2024**. We welcome immediate application and will consider applications when they are received. For an informal conversation about the role, please contact the Principal's PA, Abi Saleh ([a.saleh@kingsolomonacademy.org](mailto:a.saleh@kingsolomonacademy.org)) or on phone 0207 563 6901.

We wish you the best with your application.

Yours sincerely,

**Beth Humphreys**  
**Principal**

## Job Description: Deputy Head of Music

<b>Reports to:</b>	Head of Music
<b>Start date:</b>	September 2024- flexible by agreement
<b>Salary:</b>	Ark MPS/UPS (Inner London): £37,667 - £59,242 dependent on experience, plus TLR 2a (£3,213)

### The Role

To provide outstanding leadership, teaching and learning of music to ensure high attainment of their students, and the growing impact of the all-through orchestra programme.

### Key responsibilities

- Build on current curriculum offer to extend and develop it further, leading on (a) specific phase(s)
- Foster and develop a musical learning community across the whole academy, building buy in from parents and other key stakeholders
- Model a nurturing classroom and school environment that helps students to develop as learners
- To help develop a culture of practise, for example developing an online learning platform to help students practise at home
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

### Outcomes and activities

#### Subject Leadership

The Deputy Head of Department will work in conjunction and under the direction of the Head of Music to undertake the following:

- Facilitate joyful, inclusive music-making experiences for all students at KSA
- Create and develop challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Use regular, measurable and significant assessments to monitor progress and set targets.
- Produce periodic assessments with marks schemes. Ensure assessments are moderated internally
- Ensure end of year assessments reflect each pupil's overall level which is both
- externally valid and provides an accurate baseline for the next academic year
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Work in collaboration with classroom teachers, SENDCO and Head of Department to ensure pupils receive high quality interventions

- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- Develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential

### **Teaching and Learning**

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- Use regular, measurable and significant assessments to monitor progress and set targets.
- Respond accordingly to the results of such monitoring.
- Ensure that all students achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential.

### **Academy Culture**

- Help create a strong academy community, characterized by consistent, orderly and caring respectful relationships.
- Help develop a small school culture and ethos that is utterly committed to achievement.

### **Other**

- Undertake other various responsibilities as directed by the Principal.

# Person Specification: Deputy Head of Music

## Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

## Experience

- Experience of raising attainment in a challenging classroom environment
- Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities etc.
- Experience of having delivered a string instrument curriculum or having taught string instruments is strongly desired
- Experience of teaching across primary and secondary age ranges desirable (although not essential)

## Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them:

## Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

### “Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

### “Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

### “Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

### “Leading the way”

- Has a passion for working with children

## Principal: Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has been appointed to lead King Solomon Academy all-through from September 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*





## About Music at KSA

King Solomon Academy is a music specialist school. We chose music as a specialism because it is rigorous, fun and inspiring and can involve every pupil. We believe that being part of the KSA orchestra will create a great sense of shared identity as well enabling our pupils to benefit from the known academic, intellectual and social advantages of musical training:

- Strong musical skills are known to support cognitive development and therefore drive academic achievement;
- Through a commitment to musical excellence, pupils learn resilience, self-discipline, self-confidence and the ability to listen to and value the effort of others;
- Experience of music making and performance will expose pupils to a broad and sophisticated culture of music.

Based near the Royal Academy of Music and many other musical venues in the heart of London, the school has a great opportunity to inspire pupils to develop musical excellence.

As they grow up, from entry to the school aged three, every pupil at King Solomon Academy learns to utilise their voice through vocal performance. From Year 4, every pupil is given the opportunity to learn a strings instrument and be part of a strings orchestra. The academy develops a talented and exciting strings orchestra which we hope will be a life changing experience for all the pupils at the school. We put on outstanding musical performances. Every pupil is taught and will practice their musical instrument. There are no costs associated with this tuition for parents or pupils. We do, however, expect support from parents in allowing children to practise at home.

We know that a significant part of the orchestra's success comes from the opportunity it provides for pupils to perform outside of the school setting. We have conducted tours and performances inside and outside of London and the UK, including Austria, Slovakia, Spain and Bulgaria.



## **Positive Action and inclusive recruitment at KSA**

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

## **Being part of the Ark network**

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

### ***Ark runs a number of additional programmes, including:***

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

## **Ark Safe Recruitment Procedure**

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.