



Music Teacher (Strings Specialist)

Candidate information brief

Dear Candidate,

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

We believe our music programme is genuinely ground-breaking. As a music specialist school, we have set the ambitious goal for all of our pupils to become highly accomplished and successful musicians in our string orchestra, irrespective of background or parental resources. We believe music education, and in particular the experience of playing in a high quality orchestra should be an experience for the many, not the few. We believe all pupils, with the right role models, expectations and teaching can learn to love and excel at playing a string instrument. With these beliefs, we have been successful at building our string orchestra since its inception.

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We are looking for an inspiring teacher 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.

Alongside teaching a rich and varied music curriculum, you will also contribute to the school's ground-breaking and transformational KS2 & KS3 strings programme where all pupils learn a string instrument from the age of 8. Our strings programme replaces a traditional peripatetic model with an inclusive one and helps students to develop, not only a new musical voice, but also a practice ethic and the skills to become lifelong learners. Our vibrant whole year-group string rehearsals are the highlight of the week and our students have toured Austria, Spain and Bulgaria as part of our annual Upper School Orchestra Tour.

King Solomon Academy is achieving remarkable things. In our first four years of GCSE results we have regularly achieved nationally ground-breaking outcomes, including being the top 1% for pupil progress every year, and in three of the last four years we have been in the top 10 schools in the country.

KSA is rare in that it is a genuine all-through school. Our pupils join at 2,3 and 4 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.

In this role you will:

- Develop as a music teacher through excellent coaching
- Be responsible for ground-breaking educational outcomes for pupils from an economically deprived background
- Have the opportunity to take on additional leadership responsibilities
- Join the Ark network, with comprehensive in-school CPD as well as the unique opportunity to apply for international exchange and scholarship prospects
- There is the opportunity for increased responsibility and progression over time.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am** on **Monday 17th July 2023**. As it is later in the year we will review applications when they are made, so early application is advised. To discuss the role, please feel free to email the Principal's PA, Shaheen Riaz (s.riaz@kingsolomonacademy.org) or phone on 02075636901.

We wish you the best with your application.

Max Haimendorf
Principal

Job Description: Teacher of Music

Reports to: Head of Music
Start date: September 2023 (or earlier by agreement)
Salary: Ark Mainscale/Upper Pay Scale (£35,368 - £55,626) plus possible TLR

The Role

To provide outstanding teaching and learning to ensure exceptional progress of their students.

Key responsibilities

- Prepare, deliver and assess learning to a high standard, ensuring great outcomes.
- Provide a nurturing classroom and school environment that helps students to develop as learners
- Contribute to developing a culture of practice, through resourcing, online or otherwise.
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

Outcomes and activities

Teaching and Learning

- To teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
- To facilitate joyful, inclusive music-making experiences for all students at KSA
- With direction from appropriate curriculum leaders, assist in the creation and development of 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.
- 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 residentials.

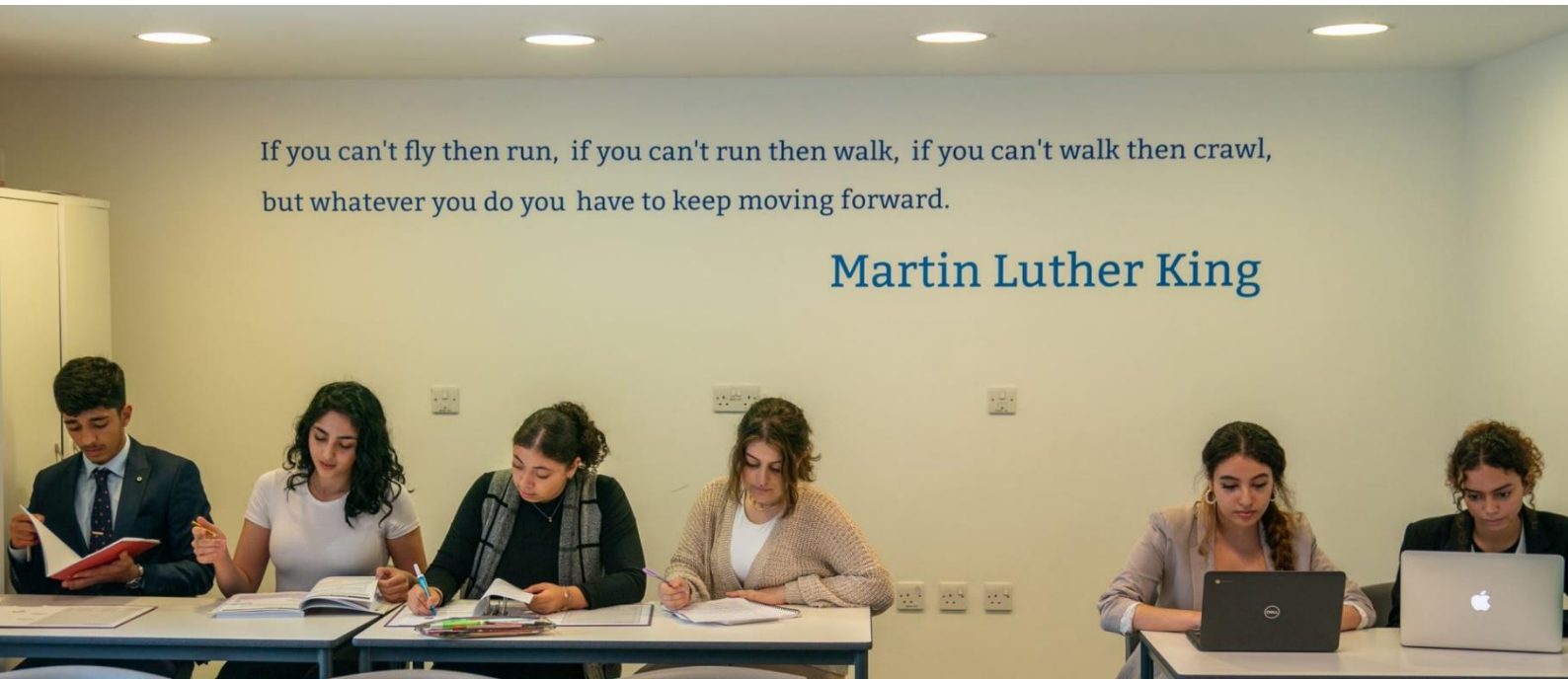
Academy Culture

- Help create a strong academy community, characterised by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Form teacher / class teacher (teachers will usually be required to perform the role of form teacher / class teacher):
 - Create and sustain a positive class culture
 - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially

- Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
- Write appropriate comments in reports

Other

- Undertake other various responsibilities as directed by the Principal.



Person Specification: Teacher of Music

Necessary qualification criteria

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

Essential experience

- Experience of leading, coaching and managing staff
- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning
- Evidence of the leading and teaching in both secondary and primary is desirable, the willingness to lead learning all-through is essential

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
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced Disclosure and Barring Services check.

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 will learn 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 will develop a talented and exciting strings orchestra which we hope will be a life changing experience for all the pupils at the school. We will put on outstanding musical performances. Every pupil will be taught and will practice their musical instrument. There will not be any costs associated with this tuition for parents or pupils. We do, however, expect support from parents in allowing your child 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.



Principal – Max Haimendorf

Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016. Max was awarded an OBE in the Queen's Birthday Honours 2020.



Assistant Principal – Tim Mvula

Mr Mvula graduated from the Liverpool Institute of Performing Arts with a degree in Music Performing Arts and then completed a PGCE in secondary education at London Metropolitan University. He joined KSA in 2010 as an NQT and has been an Assistant Principal since 2014, having led on a variety of areas including head of small school, extended learning and all-through music. Mr Mvula loves the 'great outdoors' and believes strongly in the transformative role that experiences of this nature and other extra-curricular or residential trips, can play in the development of all children. As a founding member of the ground-breaking KSA Strings Programme, he cares deeply about access for all to a rigorous musical education.





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 offer 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.