



Primary Music Lead 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 Primary Music Lead.

We are looking for an inspiring teacher and leader who is passionate about inclusive, joyful and high-quality music-making. We are interested in candidates who are enthusiastic and ambitious about developing and leading primary music across the primary school. Music is at the heart of our all-through school community. Music is an integral part of our Early Years Curriculum developing pupils' love of singing and rhythm as they move through KS1 and KS2. We believe every child is a musician, but only engaging teachers with a growth mindset can help them develop to their full potential.

Alongside teaching a rich and varied music curriculum, you will also contribute to the school's ground-breaking and transformational instrumental programme where every pupil learns a string instrument from the age of 8 to 14 as part of the curriculum. Our instrumental programme replaces a traditional peripatetic model with an inclusive one and helps every pupil to develop not only a new musical voice, but also an ethic of practice and the skills to become lifelong learners. Our vibrant whole year-group orchestra rehearsals are the highlight of the week in Middle School and our Upper Schools have toured Austria, Spain and nationally.

King Solomon Academy is an all-through school 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 in six of the last seven years that outcomes were published. KSA is rare in that it is a genuine all-through school. Our pupils join at 2 or 3 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. The breadth and capacity of music department is vital to the growth of the school more widely.

To apply, follow the link at <http://kingsolomonacademy.org/current-vacancies> by **11am on Wednesday 6th December 2023**. Please note we will be reviewing applications on an on-going basis and this advert may close earlier than advertised depending on the level of response. Early application is advised.

For an informal conversation about the role, please contact the Principal's PA, Shaheen Riaz, at s.riaz@kingsolomonacademy.org and 0207 563 6901.

We wish you the best with your application.

Yours sincerely,

Beth Humphreys
Associate Principal (appointed Principal in 2024)

Max Haimendorf
Principal (departing Principal July 2024)

Job Description: Primary Music Lead

Reports to:	Head of Music/Appropriate primary SLT
Start date:	January 2024 (Flexible start date for the right candidate)
Salary:	Ark MPS/UPS (Inner London) £37,667 - £59,242 + TLR3 payment of £1,437

The Role

To provide outstanding teaching and learning to ensure exceptional progress of their pupils, focusing on the primary music programme but also being willing to contribute to music and the string programme more widely.

Key responsibilities

- Prepare, deliver and assess learning to a high standard, ensuring great outcomes for all pupils
- Provide a nurturing classroom and school environment that helps pupils 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 pupils at KSA
- With direction from appropriate curriculum leaders, assist in the creation and development of challenging and innovative long term plans, medium term plans and individual lesson resources 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 pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at the expected 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, characterised by consistent, orderly, caring and respectful relationships
- Help develop a school culture and ethos that is utterly committed to achievement

- 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: Primary music lead

Qualification criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK
- Grade 8 in instrument(s) is expected
- Ability to teach a string instrument or a willingness to develop is desirable

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 leading orchestras, ensembles, classes and small groups in instrumental learning

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 Service check.

About the Music Programme at King Solomon Academy

Underprivileged pupils at inner city schools do not have the same life chances as those from more affluent backgrounds, particularly when it comes to the arts. Access to musical instruments and lessons, and opportunities to play are often denied to them due to lack of resource.

At King Solomon Academy we are addressing this lack of opportunity with a string orchestra that every pupil is a member of. We believe that being part of the KSA orchestra creates a great sense of shared identity as well as enabling our pupils to benefit from the known academic, intellectual and social advantages of musical training.

Music forms a fundamental part of the pupil experience and journey through KSA from EYFS to the end of Sixth Form. We are committed to providing our pupils with a rich variety of experiences. Our music specialism is part of that commitment. Collective participation in music builds a sense of community and develops skills in self-expression and performance as well as self-discipline and teamwork.

As part of a school which provides a wealth of musical opportunities and experiences, every pupil learns a strings instrument and performs as part of an orchestra through the Strings Programme – the centre piece of our music curriculum. The delivery of this programme is crucial to achieving our goal of providing a rigorous, meaningful and enriching musical education for our pupils.

The programme offers pupils opportunities for the orchestra to tour locally and abroad, bringing music into the heart of our community, acting as an inspiration to other schools and giving our pupils a sense of being part of something exceptional. Pupils also have the chance to join ensembles and take part in workshops externally, and the music department has proud connections with a number of organisations across the capital and beyond.

Music teachers at KSA are part of the wider Ark Music Programme. This ensures that whilst our approach to instrumental learning is specific to our school, our development of pupils' wider musicianship allows them to access music at GCSE level (and beyond for those who are prepared to dedicate more time to independent practice on top of provisions during school hours).

Core musical concepts are explored and taught from the EYFS where the pupils learn in an integrated context through music, songs (via use of resources from Sing-Up), movement and rhythm. Music supports the development of phonics where pupils engage with instruments, body percussion, rhythm and rhyme to help them discriminate between sounds. Gradually the knowledge and understanding of these concepts deepens throughout years 1 to 6. By the time pupils reach Key Stage 3 they will have a clear understanding of these concepts (musical elements) and be able to apply this knowledge when studying a variety of genres and developing a range of practical and aural skills.

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.



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

Associate Principal: Beth Humphreys (Principal in 2024)

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. 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.



About Primary at KSA

King Solomon Academy is focused on providing the highest quality education to every pupil – from day one.

We believe that the foundations of our school are built in our Early Years and throughout Primary. As an all-through school we know that the successes here echo through a child's whole education and into their lives beyond. If we can help pupils to be confident and engaged learners in the primary years, we can set them up for success in their futures.

We have a unique opportunity to have a long term and dramatic impact on our pupils' lives. As our children start with us we are passionate about creating mastery of all aspects of literacy (including phonics) and numeracy, as well as creating the classroom culture which fosters rapid and significant character growth. In this way we believe our classrooms have vital importance in our ability as a school to affect change in the lives of our pupils.

KSA Primary is characterised by the formation of extremely positive and influential relationships between the school, pupils and their parents. We aim to support the development of the whole child, including their upbringing at home. Our curriculum is rich and varied; teachers are encouraged to dream big in their curriculum choices to inspire and engage pupils. In preparation for learning musical instruments in Year 4, we invest in specialist music learning throughout the school – sport, drama and other enrichment activities also benefit from our all-through setting. We are delighted to be able to offer Forest School lessons to all pupils throughout Nursery, Reception and KS1, through our investment in a dedicated Forest School teacher.

We have achieved great success at effectively starting our pupils on their journey through education. We teach Phonics exceptionally well – achieving in the top 5% of schools in the country. We are driven by an unerring commitment to close the attainment gap between children of different socio-economic backgrounds and as such, want to rapidly improve pupils' attainment. Closing the gap at the youngest possible age means we can go on to ensure our pupils benefit from a rich curriculum in the Junior School and into Middle and Upper School so that by the time they are in Sixth Form, a life of success awaits them.

Our approach to planning and development are collaborative and enable our primary teachers to benefit from the expertise of others and build their own confidence in driving an excellent curriculum. Our use of specialist teachers ensures that teachers have a significant amount of time to plan their lessons.

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 36 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.

