



THE URSULINE ACADEMY ILFORD

A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood



MISSION STATEMENT:

The Ursuline Academy Ilford is a Catholic community of faith, love, kindness and service. Guided by Gospel values and the Holy Spirit, we strive to create an inclusive environment where everyone in our diverse community can reach their full potential in all their endeavours.

Our young women are inspired by the witness of St Angela and the vibrant school community, whose motto 'SERVIAM'- I will serve, empowers us all to play our full part in society.

Subject Leader: Music

January 2025



WELCOME FROM THE HEADTEACHER

The Ursuline Academy Ilford is a four-form entry Catholic comprehensive school for girls aged 11-19, serving students who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it. Consequently, students' behaviour for learning is exemplary.

Governors and staff at the school commit themselves to:

- Recognising the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter's development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.



Fiona A Stone
Headteacher

THE URSULINE ACADEMY ILFORD

Subject Leader: Music

From: 22nd April 2025 (or sooner)

Salary Range: MPS (Outer London)

UPS (Outer London) available to the right candidate *plus*,

TLR 2B £5,641.09

We are looking to recruit a creative, enthusiastic, inspiring individual. They will be a key contributor to this hugely successful, popular and oversubscribed Academy whose ethos is underpinned by Gospel values and the Ursuline motto of 'Serviam'.

Applications are welcome from established teachers who have a proven track record of academic success and who are committed to comprehensive education. The person appointed will be expected to make a significant contribution to the academic, spiritual, moral and cultural well-being of young people and will lead an already successful department along the next stage of its development. In addition, the post will provide an excellent opportunity for professional development.

HOW TO APPLY

Application Form is available to download from www.uai.org.uk/vacancies. Please submit a letter of application together with your application form, your letter should address the selection criteria and include your thoughts on what makes a good Lead Practitioner.

Please return your completed application form via email to: applications@uai.org.uk

Visits can be arranged by appointment please contact our HR Officer for details.

Applications will be assessed upon receipt and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. References will be taken up prior to interview.

The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with Safer Recruitment Policy and practice. The successful applicant will undertake an enhanced DBS check.

Please note we are unable to accept CVs.

Closing Date: Friday 31st January 2025

Interview Date: w/c Monday 3rd February 2025

Subject Leader: Music

JOB DESCRIPTION

Post Title	Subject Leader: Music TLR 2B
Reporting to	Head of St. Angela's Faculty of Faith & Performance
Responsible for	Peripatetic Teachers
Main Purpose	As the Subject Leader for Music, you will lead a thriving music department within the faculty of Faith & Performance, driving high standards and fostering a love for music. You will oversee curriculum development, manage staff, and organise exciting extracurricular activities throughout the year and across the school community.
Liaising with	Teaching Staff, Support staff, and others as required
Working Time	Full time
Salary/Grade	TLR 2B
Main Core Duties & Responsibilities	
School Culture	<ul style="list-style-type: none"> • Develop an ambitious vision for Music, aligned with the school's mission, ethos, and improvement plan. • Foster a culture of high expectations, aspiration, and innovation within the department. • Drive improvements in provision and outcomes, closing attainment gaps for all student groups, particularly disadvantaged pupils. • Model exemplary behaviour, conduct, and professional standards for both colleagues and pupils. • Promote departmental successes through contributions to newsletters, staff bulletins, and other communication platforms. • Lead the planning, coordination, and delivery of whole-school musical performances, ensuring high-quality contributions to assemblies, Masses, and other faith-based events. • Work collaboratively with the Head of Faculty and School Chaplain to integrate music into the liturgical and spiritual life of the school. • Select and prepare music that enhances the spiritual and communal aspects of worship and celebration, supporting the school's faith mission and our Ursuline values & virtues. • Organise and direct the preparation and rehearsals for musical performances at key liturgical events, including Christmas, Easter, and other religious celebrations. • Plan and deliver non-faith-based performances, such as seasonal concerts, end-of-year productions, talent shows, and other creative events. • Oversee musical contributions to significant school occasions, including awards evenings, open days, and community outreach events, ensuring they reflect the school's ethos and values.

	<ul style="list-style-type: none"> • Provide opportunities for students to participate in extracurricular musical activities, such as ensembles, choirs, bands, and solo performances, fostering a love of music and celebrating student talent. • Encourage collaboration between the Music Department and other subject areas to develop cross-curricular performances and interdisciplinary projects. • Promote and celebrate student achievements by participating in local and national music competitions, festivals, and collaborative events with other schools
Curriculum Leadership	<ul style="list-style-type: none"> • Ensure every student has access to an excellent and inclusive musical education. • Design long-term curriculum plans that are engaging, challenging, and aligned with robust assessment opportunities. • Lead the development and regular review of medium-term plans and schemes of work. • Ensure curriculum differentiation to meet the needs of all students, including those with EHCPs. • Incorporate opportunities for literacy development, including composition, critical listening, and oral communication. • Integrate Catholic Social Teaching into the curriculum where appropriate. • Celebrate diversity, equality, and inclusion within the Music curriculum. • Embed numeracy, ICT, and transferable skills within the curriculum. • Promote pupils' social, moral, spiritual, and cultural development, including British values, through Music education. • Offer a broad and enriching extracurricular programme, including choirs, ensembles, performances, workshops and trips. • Ensure the curriculum supports careers education and progression into creative industries
Teaching and Learning:	<ul style="list-style-type: none"> • Establish a culture of excellence in teaching where every lesson contributes to student success. • Model outstanding teaching, including planning, preparation, and delivery. • Lead on consistent marking, assessment, and feedback within the department. • Monitor lesson pace, challenge, and student progress, ensuring all pupils achieve well. • Promote subject-specific pedagogy, including ensemble practice, aural development, and music theory. • Oversee formative and summative assessments, using outcomes to inform planning and improve outcomes. • Develop students' understanding of assessment systems and next steps for progress.

	<ul style="list-style-type: none"> • Manage departmental resources efficiently to support high-quality teaching and engagement.
Leadership	<ul style="list-style-type: none"> • Stay informed about educational developments in Music and share best practice with colleagues. • Line manage and appraise staff within the Music department, ensuring their professional development. • Lead departmental self-evaluation and improvement planning. • Support the professional growth of trainee teachers and new staff. • Maintain the security and organisation of students' musical work and departmental resources. • Coordinate examination entries and ensure equity and balance in timetabling for Music
Outcomes	<ul style="list-style-type: none"> • Take responsibility for achievement and standards in Music across all key stages. • Drive progress for students with additional needs, disadvantaged pupils, and other priority groups. • Lead exam results analysis and identify key areas for improvement. • Create and oversee a department improvement plan aligned with whole-school priorities.
Quality Assurance and Administration	<ul style="list-style-type: none"> • Compile the annual Department Evaluation Report for the Headteacher. • Review and update assessment policies, curriculum guides, and departmental handbooks. • Conduct risk assessments for extracurricular activities, including concerts and trips. • Maintain up-to-date knowledge of Music education pedagogy, ensuring consistent best practice in teaching. • Contribute to the school website, newsletters, and bulletins to showcase the achievements and opportunities within Music.
The Internal Organisation, Management and Control of the School	<ul style="list-style-type: none"> • Uphold and contribute to the ethos, values, and purpose of the school. • Promote and support the Catholic life of the school through Music. • Ensure equal opportunities for staff and students, challenging all forms of discrimination. • Handle sensitive information in strict confidence and in compliance with data protection policies. • Adhere to safeguarding procedures and report concerns appropriately

The post holder will undertake any other reasonable duties relevant to the role, as directed by the Headteacher. This job description is subject to review and may be amended in consultation with the post holder.

GENERAL DUTIES AND RESPONSIBILITIES

Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> Contributing to the Academy's commitment to making Redbridge a cleaner, greener place to live. Demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job. Supporting the Academy's commitment to work towards a paperless office. Encourage and support the use of sustainable travel to and from the school.
Data Protection/ Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining staff access to and use of the Academy's database and systems. Any breaches could result in disciplinary measures. Maintaining client record and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Staff making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. The Academy will require a DBS (formerly CRB) Disclosure check and Barred List (formerly List 99) check. References will be taken up prior to interview. Annual Employee Declaration
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the Academy's strong commitment to achieving equality of opportunity and outcomes for staff and students. You are expected to understand, comply with and promote Academy policies in your work, to undertake any appropriate training and, where appropriate, to report any prejudice or discrimination.
Standards	<p>This will involve:</p> <ul style="list-style-type: none"> Complying with the Academy's high standards thereby promoting the continued development of high quality, individualized service to all staff and

	students.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> • Being responsible for your own Health & Safety, as well as that of colleagues, students and the public. Staff should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> • Taking responsibility for continuing self-development and participating in training and development activities. • Supporting and contributing to ensure a commitment to continued efficiencies and improvements.
Flexibility	<p>This will involve:</p> <ul style="list-style-type: none"> • The above-mentioned duties are neither exclusive nor exhaustive. From time-to-time, you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the Line Manager and are broadly within your grading level and competence.

DECLARATION

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection/Safeguarding and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the principal.

Name:

Signature:

Date:

PERSON SPECIFICATION

The Person Specification shows the abilities and skills necessary to carry out the duties in the Job Description. You should indicate clearly how you meet these requirements with examples of impact when completing the Application Form and Supporting Statement.

L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential	D = Desirable
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QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE

	L	I	R	E	D
Qualified Teacher Status (QTS) - Essential	L			E	
Proven leadership experience at the middle management level, demonstrating impact on attainment and progress.	L	I			
Successful teaching of Music across a range of abilities and key stage	L	I			
Further study or professional qualifications in Music or education leadership	L				D

PROFESSIONAL ATTRIBUTES AND

	L	I	R	E	D
A positive enthusiastic outlook embracing risk and innovation		I	R	E	
Commitment and dedication to social justice, equality and excellence		I	R	E	
Courage and conviction to achieve the best outcomes		I	R	E	
Respect and empathy towards others		I	R	E	
Resilience, perseverance and optimism in the face of difficulties and challenges		I	R	E	
Decisiveness, consistency and focus on solutions		I	R	E	
Drive for improvement and challenging underperformance		I	R	E	
Capacity to be flexible, adaptable and creative		I	R	E	

TEACHING AND LEARNING

	L	I	R	E	D
High quality teaching and learning skills	L	I	R	E	
A commitment to and evidence of high expectations and standards for students work	L	I	R	E	
A commitment to and evidence of high expectations and standards for staff work	L	I	R	E	
Knowledge/evidence of very good outcomes for classes taught	L	I	R	E	
A clear understanding and use of Assessment for learning	L	I		E	
Understanding of self-review for improvement	L	I		E	
Ability to use data effectively to evaluate student teaching, group progress and achievement	L	I	R	E	
Proven ability to create an engaging and supportive learning environment.	L	I	R	E	
Expertise in managing behaviour and promoting discipline	L	I	R	E	
Proficiency in integrating technology and innovative approaches into Music Education	L	I	R	E	D

PERSONAL QUALITIES AND SKILLS

	L	I	R	E	D
Presence		I	R	E	
High level interpersonal skills with ability to communicate effectively both orally and in writing with a variety of audiences	L	I	R	E	
Ability to lead and build productive relationships with students, staff, parents and external agencies.		I	R	E	
Ability and willingness to empathise and listen, and to be self-critical and reflective		I	R	E	
Drive, vision, enthusiasm, hard work, integrity, creativity, flexibility and resilience		I	R	E	

Understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education	L	I	R	E	
Sense of humour		I	R	E	D

Safeguarding

	L	I	R	E	D
Motivation to work with students/young people	L	I	R	E	
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people.		I	R	E	
Emotional resilience in working with challenging behaviours		I	R	E	

The school is committed to recruitment for inclusion and diversity. The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.

