



# BARKING ABBEY SCHOOL

## HEAD OF MUSIC

### RECRUITMENT PACK



WE ARE AN **OUTSTANDING** SCHOOL



**BELONG**  
BARKING

**ASPIRE**  
ABBAY

**SUCCEED**  
SCHOOL

[www.barkingabbeyschool.co.uk](http://www.barkingabbeyschool.co.uk)



GIVE

AND

EXPECT

THE

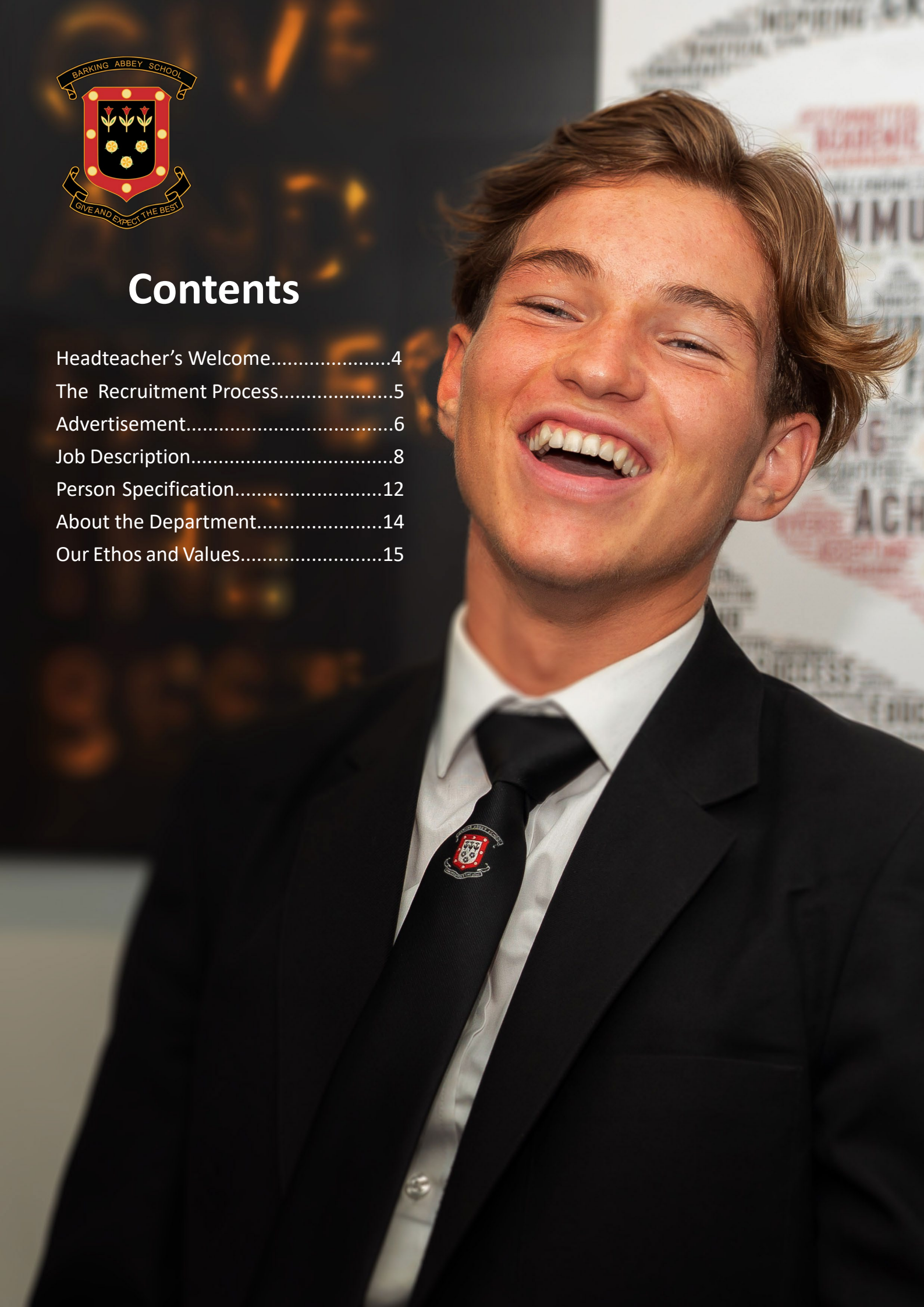
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# Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Head of Music.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe  
Headteacher

# The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

## Key Dates

**Closing Date for Applications** Thursday 17th October 2024

**Interviews week commencing** Monday 21st October 2024

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: [jobs@barkingabbeysschool.co.uk](mailto:jobs@barkingabbeysschool.co.uk)





# Advertisement

## Head of Music

**Commencing:** January 2025

**Salary Scale:** MPS/UPS + TLR 2A

Would you like to work with talented committed students?

Would you like a supportive SLT that values music?

Are you interested in having specialist rooms, facilities and equipment?

We are looking for a fantastic Head of Music to take over our brilliant department. Every child does music in every year at KS3 and we have multiple KS4 classes. Our extra curricular music has grown dramatically with daily clubs, peripatetic lessons and at least 3 productions per year. The department is well supported, well resourced and has benefited from substantial investment over the past years. We even have a Harp.

For us music is the heart of the school and so this role is a very special one requiring the very best leader for our pupils. If you think this could be you please contact the school for a visit and then apply. This role has arisen due to the relocation of our existing Head of Music.

Barking Abbey is an Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states; "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey:

<https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: [info@bdsip.co.uk](mailto:info@bdsip.co.uk)

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



# Job Description

<b>Job Title</b>	Head of Music
<b>Allowance</b>	TLR 2A
<b>Department</b>	Music
<b>Location</b>	Longbridge and Sandringham campus
<b>Line Manager</b>	SLT
<b>Line Management of</b>	Music teachers
<b>Responsible for</b>	The provision of a full learning experience and support for students
<b>Liaising with</b>	Head/Leadership Team, teachers and support staff and parents
<b>Working Time</b>	Full time as specified within the STPCD

## POST PURPOSE

- To have overall responsibility for raising attainment at Key Stage 3 and 4, ensuring all students achieve at least expected progress in Music and student progress is in line or exceeding national standards.
- To monitor the quality of teaching and learning received by students in Key Stage 3 and 4 through regular observations, work scrutiny, student interviews and report back findings to subject colleagues with informed recommendations for action.
- To have overall responsibility for the Key Stage 3 and 4 Music curriculum ensuring that it is engaging and challenging as well as inspiring students to appreciate the subject and its application.
- To have overall responsibility for the monitoring and tracking of student progress in Key Stage 3 and 4.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and progress levels.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To teach KS3 and KS4 Programmes of Study (GCSE) as required.
- To participate in the organisation and running of extra-curricular Music clubs, activities and whole school events including the annual Winter and Summer Music Concerts.
- To develop and offer an Alternative Curriculum Provision Plan, for students requiring special needs, as and when required.

## TEACHING

- Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to 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 teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### **OPERATIONAL/STRATEGIC PLANNING**

- To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

### **CURRICULUM PROVISION**

- To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

### **CURRICULUM DEVELOPMENT**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

### **STAFFING**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **QUALITY ASSURANCE**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.

- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **MANAGEMENT INFORMATION**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### **COMMUNICATIONS & LIAISON**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### **MANAGEMENT OF RESOURCES**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the School, department and the students.

### **PASTORAL SYSTEM**

- To be a Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other 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 apply the Behaviour Management systems so that effective learning can take place.

### **HEALTH AND WELL-BEING**

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, 'Ours is a school where everyone gives and expects the best and everyone can say, "I belong" and to encourage and ensure staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safe-guarding policies and undertake risk assessments as appropriate.
- Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.
- The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.
- 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.
- This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

<b>Employees Signature</b>		<b>Date</b>	
<b>Head Teacher Signature</b>		<b>Date</b>	





## Person Specification

	Criteria	Essential	Desirable	Assessment Method		
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<b>Knowledge &amp; Skills</b>	Excellent classroom practitioner.	√		√	√	
	Highly competent user of ICT.	√		√		√
	Excellent subject knowledge.	√		√		
	Outstanding classroom management skills and rapport with pupils.	√		√	√	√
	Excellent communication and inter-personal skills.	√			√	
	Ability to act as a role model for students and staff, being professional and respectful in your dealings in the school community.	√			√	
	Ability to seek areas for improvement and to successfully implement change.	√		√	√	√
	Ability to monitor, review and evaluate the work of the school against current Ofsted criteria.	√		√	√	√
	Ability to interpret data and communicate the significance of data to staff, students and parents.	√		√	√	√
	Ability to work well under pressure and meet deadlines.	√		√	√	√
	Have a strong understanding of CP and safeguarding matters.	√		√	√	
	A commitment to safeguarding and promoting the welfare of young people.	√		√	√	
	Recent relevant in-service training in Leadership and Management.		√	√	√	
<b>Qualifications</b>	A good standard of general education including GCSEs in English and Maths.	√		√		
	Good Honours Degree.	√		√		
	Qualified Teacher Status.	√		√		
	Post Graduate qualification related to Teaching and/or Leadership and Management e.g. MA in Education, NPQML, NPQSL.		√	√		
<b>Experience</b>	Have high personal and professional standards and well-developed pastoral skills and instincts.	√			√	
	Evidence of raising levels of achievement, in value added terms, as demonstrated by results at Key Stage 4 and 5.	√		√	√	
	Successful experience of coaching and supporting others.	√		√	√	
	Enthusiastic and effective leader and manager.	√		√	√	√
	Evidence of high achievement in teaching and learning across key stages.	√		√	√	
	Evidence of continually improving the teaching and learning of their subject.	√		√		
	Evidence of monitoring and tracking of student progress within their subject.	√		√	√	√
	Use of assessment and attainment information to improve practice and raise standards.	√		√	√	√
	Evidence of successfully leading a team and/or a development within a team.		√	√	√	
Experience of primary liaison work.		√	√	√		
Ability to plan and resource effective interventions to meet curricular objectives.		√	√	√	√	

<b>Attitude &amp; Personal Qualities</b>	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations.	√			√	
	Strong, ongoing commitment to developing own knowledge, skills and understanding as an educator including effective use of professional development.	√		√	√	
	Reflective practitioner who actively seeks opportunities to continually develop own practice.	√		√	√	
	Self-motivated with exceptional organisational and planning skills.	√		√	√	
	Tact, discretion and listens whilst maintaining confidentiality.	√			√	
	Willingness to take part in the wider life of the School.	√		√	√	
	Commitment to safeguarding and promoting the welfare of children and young people.	√		√	√	
	Motivation to work with children and young people.	√		√	√	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√			√	
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	√			√	
	Honesty and Integrity.	√			√	
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	√		√	√	
	Ability to work flexibility and outside of normal school hours.	√			√	
Current driving license and car for travel and transport between Sandringham & Longbridge Campus.		√		√		



## About the department

Music is a very popular subject at Barking Abbey. Taught throughout all of KS3 (720 students) and taught at both GCSE (OCR) and BTEC first level.

3 teaching rooms, Mixcraft and sibelius software's installed in each music space. 1 recording studio with live room and 3 practice rooms.

Very successful GCSE results each year, 2020, 92% 9-4, 39% attaining 9-7.  
BTEC results, 2020, 100% Pass rate, 19% attaining the highest grade of Distinction.

A wide range of clubs offered such as choir, orchestra, band practice, ukulele and individual instrumental lessons.

The Music department also works collaboratively with other departments within the school to present a twice yearly showcase enabling the students hard work and talents to be further recognised by family and friends. Strong links with our primary feeder schools.

### Results ( 3 Years Trend)

#### GCSE

	9-7	9-5	9-4
20	38.5	76.9	92.3
19	100	100	100
18	40	100	100

#### BTEC

	D*/D	D*-P
20	19	100
19	13	95
18	25	100



## Our Ethos and Values

# **B**RAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

**BELONG**  
BARKING

**ASPIRE**  
ABBEY

**SUCCEED**  
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



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 Sandringham Road  
 Barking  
 Essex  
 IG11 9AG

Longbridge Campus  
 Longbridge Road  
 Barking  
 Essex  
 IG11 8UF

[www.barkingabbeysschool.co.uk](http://www.barkingabbeysschool.co.uk)

