

	Teacher of Music Technology/ Music & Media Technician Job Description and Person Specification	
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Post Title:	Teacher of Music Technology/Music Media Technician
Responsible to:	Head of Faculty
Responsible for:	Delivering effective teaching, learning and assessment
Grade	Annual Salary (teaching element) MPS to UPS £25,971 to £42,149 (pro rata 0.4 FTE) Permanent from September 2022 Annual Salary (support element) Inspire Band D £19,649 to £20,042 (pro rata 0.6 FTE) Permanent from September 2022

Main Purpose of Job

To deliver effective teaching, learning and assessment to students to ensure that they make good progress.

This post is based in the Faculty of Visual and Performing Arts and Media. All staff work in the interests of students and collaborate with each other to ensure the best possible outcomes for students. Duties are in line with the Professional Standards for qualified teachers and these form the basis of the job description below.

All teachers have a wider duty to develop the literacy, numeracy, employability and progression skills as part of our 16-19 study programmes.

An opportunity has arisen to recruit an enthusiastic and high-quality teacher to the department, capable of teaching across a range of subjects and, specifically, the ability to teach A Level Music Technology.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	To establish a safe and stimulating environment for students, rooted in mutual respect.	✓	✓	✓
1.2	To set goals and learning objectives both for individual lessons and for progress over time that stretch and challenge students of all backgrounds, abilities.	✓	✓	✓
1.3	To demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	✓	✓	✓
1.4	To be accountable for students' attainment, progress and outcomes and to set realistic targets for your performance based on these outcomes.	✓	✓	✓
1.5	To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.	✓	✓	✓
1.6	To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
1.7	To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
1.8	To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
1.9	To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
1.10	To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
1.11	To demonstrate a critical understanding of developments used in all subjects across the curriculum.	✓	✓	✓
1.12	To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	✓	✓	✓
1.13	To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓

1.14	To promote a love of learning and to develop students' intellectual curiosity.	✓	✓	✓
1.15	To reflect systematically on the effectiveness of lessons and approaches to teaching through the annual programme of action research.	✓	✓	✓
1.16	To develop a thorough and meaningful learning plan, for each student, that supports the student's needs and meets subject requirements.	✓	✓	✓
1.17	To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
1.18	To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
1.19	To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	✓	✓	✓
1.20	To have a full understanding of how to assess the subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
1.21	To make use of formative and summative assessment to enhance support and ensure relevance to subject.	✓	✓	✓
1.22	To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓
1.23	To have clear rules and routines for behaviour in teaching areas and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
1.24	To have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	✓	✓	✓
1.25	To manage groups effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	✓	✓	✓
1.26	To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	✓	✓	✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
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2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

Post: Teacher of Music Technology

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification.	✓	AF, CQ
1.2	Degree level qualification.	✓	AF, CQ
1.3	Successful teaching experience with 16-18 learners, including the ability to teach A Level Music Technology (L3).	✓	AF, I
1.4	Awareness of current developments in the sector.	✓	AF, I
1.5	Evidence of continuing professional development.	✓	AF, I
1.6	Strong IT and Systems Skills. An ability to interpret and act on information from student data.	✓	AF, CQ, I
1.7	Evidence of success in leading improvement in student outcomes.	✓	AF, I
1.8	Record of successful dealings with staff, parents and students.	✓	AF, I
2	Skills and Aptitudes		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
2.3	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
2.4	Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
2.6	Effective problem-solving skills.	✓	AF/I
2.7	Positive attitude to working with students, staff and parents.	✓	AF/I
2.8	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.9	Conscientious, honest and reliable and a sense of humour.	✓	AF/I/R
2.10	A commitment to the Trust and Trust improvement.	✓	AF/I/R
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		

4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
Seeing the Big Picture		
5.1	Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.	AF/I/R
Changing and Improving		
5.2	Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act upon the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.	AF/I/R
Making Effective Decisions		
5.3	Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.	AF/I/R
Leadership		
5.4	Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.	AF/I/R
Communicating and Influencing		
5.5	Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.	AF/I/R
Working Together		

5.6	Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.	AF/I/R
Developing Staff and Others		
5.7	Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.	AF/I/R
Managing a Quality Service		
5.8	Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.	AF/I/R
Delivering at Pace		
5.9	Regularly review the success of activities in the team to identify barriers to progressor challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.	AF/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check
This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Person Specification Post: Music & Media Technician

Post Title:	Music & Media Technician
Responsible to:	Head of Faculty
Responsible for:	Providing high quality support to learning and teaching in the VAPAM Faculty
Grade	Annual Salary (support element) Inspire Band D £19,311 to £19,698 (pro rata 0.6 FTE)

Main Purpose of Job

Reporting to the Head of Faculty of Visual and Performing Arts and Media (VAPAM) to provide high quality support to learning and teaching in the VAPAM Faculty. This includes management and maintenance of a range of specialist software and hardware and assisting teaching staff in the development of on-line learning materials and support for students using the resources of the faculty.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	To develop and maintain systems to ensure that Visual and Performing Arts resources are effectively managed within the departments [including SANAKO language laboratories, Cubase, sound and lighting equipment, video editing suites and graphics packages	✓	✓	✓
1.2	To ensure that the media edit suites are fully maintained within the terms of the suppliers' maintenance contracts.	✓	✓	✓
1.3	To monitor the use of resources and produce statistical data as required.	✓	✓	✓
1.4	To provide a digital video recording service for the Faculty. To support the development of on-line learning resources. To give technical assistance, including lighting, to the College production.	✓	✓	✓
1.5	To instruct and support students in the use of specialist hardware and software in the Faculty and assist students appropriately in creative problem solving	✓	✓	✓
1.6	To assist in the development of course materials	✓	✓	✓
1.7	To produce supporting technical literature for both student and staff use.	✓	✓	✓
1.8	To liaise with and support the Learning Resources Team (particularly when issuing resources through Heritage);	✓	✓	✓
1.9	To liaise with other college staff as appropriate	✓	✓	✓
1.10	To represent the Faculty on college committees and external groups as appropriate. To liaise with outside agencies in relation to specialised departmental programmes and equipment.	✓	✓	✓
1.11	Effective problem-solving skills.	✓	✓	✓
1.12	Positive attitude to working with students, staff and parents.	✓	✓	✓

1.13	Approachable, enthusiastic and well organised.	✓	✓	✓
1.14	Conscientious, honest and reliable and a sense of humour.	✓	✓	✓
1.15	A commitment to the Trust and Trust improvement.	✓	✓	✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification Post: /Music & Media Technician

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification.	✓	AF, CQ
1.2	Degree level qualification.	✓	AF, CQ
1.3	Successful teaching experience with 16-18 learners, including the ability to teach A Level Music Technology (L3).	✓	AF, I
1.4	Awareness of current developments in the sector.	✓	AF, I
1.5	Evidence of continuing professional development.	✓	AF, I
1.6	Strong IT and Systems Skills. An ability to interpret and act on information from student data.	✓	AF, CQ, I
1.7	Evidence of success in leading improvement in student outcomes.	✓	AF, I
1.8	Record of successful dealings with staff, parents and students.	✓	AF, I
2	Skills and Aptitudes		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
2.3	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
2.4	Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
2.6	Effective problem-solving skills.	✓	AF/I
2.7	Positive attitude to working with students, staff and parents.	✓	AF/I
2.8	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.9	Conscientious, honest and reliable and a sense of humour.	✓	AF/I/R
2.10	A commitment to the Trust and Trust improvement.	✓	AF/I/R
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References	✓	AF/R

	will not be accepted from members of candidate's families or acting purely as a friend.		
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
Seeing the Big Picture		
5.1	Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.	AF/I/R
Changing and Improving		
5.2	Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.	AF/I/R
Making Effective Decisions		
5.3	Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.	AF/I/R
Leadership		
5.4	Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.	AF/I/R
Communicating and Influencing		
5.5	Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.	AF/I/R
Working Together		
5.6	Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive	AF/I/R

	relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.	
Developing Staff and Others		
5.7	Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.	AF/I/R
Managing a Quality Service		
5.8	Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.	AF/I/R
Delivering at Pace		
5.9	Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.	AF/I/R

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