



HoD Music – Permanent, Full-time

Remuneration: 1Mu

Report to: Principal

Key Relationships: Students, Parents, SLT, Pastoral and Academic Deans, Community Stakeholders, Teachers and Support staff

To provide effective leadership for the development and implementation of effective teaching and learning programmes for Music, along with effective transition and co-curricular experiences for all students.

The purpose of this position is to realise the Mission of Geraldine High School by leading and teaching Music. Consistent and transparent processes, consultation and communication are essential.

Job Description – HoD Music

Key Tasks

- Able to teach Music from Year 7 to NCEA Level 3.
- Display competence in the area of responsibility and model good practice.
- To plan programmes to ensure Charter, National Education Guidelines, National Administration Guidelines, NZ Curriculum goals, Curriculum statements relevant to the department listed above and Geraldine High Schools Charter Priorities and Procedures are met.
- To provide co-ordination, management and supervision of long term and day-to-day curriculum planning, delivery and operations within the curriculum area listed above.
- To monitor teacher/student relationships and provide advice and support when required.
- Identify and act on opportunities for improving teaching and learning through professional leadership as a model of a 'lifelong learner' in the curriculum including elements such as;
 - Differentiation/GATE/remedial
 - Self-regulated/independent learning
 - Key Competencies
 - Relationships and communication
 - Sharing good practice
 - Behavioural knowledge
- To effectively and efficiently use available resources, including financial resources and assets (budgets, monitor spending and keep a record of resources), to support learning outcomes for students.
- To work with the SLT and Timetabling Team to ensure staffing priorities and allocations are agreed
- Acknowledge and celebrate success

Curriculum Planning and Delivery

- To set annual 'SMART' goals for the department that supports student learning.

- Ensure departmental management guides, plans are up to date and accurate (Scheme)
- Supervise staff and checks on planning and records
- Meets regularly with Academic Dean
- Barriers to learning identified and strategies implemented to address this
- Course Booklet Statements are prepared
- Course outlines are prepared in line with the school template (Senior school)
- Junior programmes are planned, up to date, are relevant and reviewed on regular bases.

Professional Leadership

- Provides appropriate guidance to staff
- Use department meetings to lead professional discussion (minute these meetings).
- Supports staff in their teaching roles and encourages professional development
- Participates fully in the school's Appraisal system
- Integrate strategies to promote education success for Maori, as Maori.
- Develop Key Competencies within the department.
- Contribute and support school wide initiatives and Professional Development.

Department Administration

- Suggests areas for budget expenditure and maintains accurate records of purchases. Works within budget
- Manages curriculum resources well
- Maintains current resource inventory

Student Assessment

- Develops and maintains appropriate Assessment for Learning systems
- Ensures students are kept informed of assessment deadlines, expectations etc
- Supervises analysis of aggregated assessment data
- Oversees reporting to parents in subject area
- Ensures that assessment data is used to inform programme planning
- Provides professional support to teachers in assessment methods and record keeping
- Ensure the department follows the assessment guidelines of the school.

Behaviour Management

- Provides sound advice and support to staff in their classroom management
- Assist the Academic Dean in collecting and analysing student achievement data.
- Ensure that correct discipline procedures are being followed.
- Gives appropriate advice to teachers relating to behaviour management
- Liaises as necessary with senior/pastoral staff regarding behaviour issues
- Deals in a positive and appropriate manner with referred discipline issues
- Follows school policy guidelines when working with students
- Maintains accurate notes on student referrals

Communication

- Advises on staff appointments making suitable recommendations
- Meets as required with senior managers/leaders
- Holds regular department meetings to disseminate information where necessary
- Keeps accurate meeting minutes where necessary
- Encourages staff to participate in school activities
- Contributes as required to school review and policy development
- Attends Committee meetings
- Reporting to the Principal and BOT

Relationships

- Form an effective, purposeful and supportive relationship with students and caregivers, based on the school's values.
- Communicate effectively with parents/caregivers, and other schools as required.
- Maintain records of student interactions on KAMAR.
- Represents department views in meetings
- Develops strong, positive relationships with students, staff and parents
- Provides positive feedback and support
- Actively supports school policy decisions, strategic targets/goals and plans
- Provides a positive role model to the school community
- Contributes to the full life of the school, including extra-curricular activities, major school events and encourages others to do so
- Relationships with Student group as Vertical Form Teacher

Academic Support

- Support the Academic Dean and SLT to ensure an effective process for both Course selection and Course confirmation.
- Be available to give advice to students and parents on Course selections.
- Monitor 'at risk' students who may not be meeting course requirements, with support from the Pastoral and Academic Deans.

Person Specification

Achievement orientated - Supports the school's aim to maximise student learning outcomes and to ensure that each student has the opportunity to achieve to the very best of their ability within the Music field.

Strategic thinker - Is able to see the big picture and work strategically towards the vision and goals. Is future focused and can work in a proactive culture. Accurately scopes out length and difficulty of tasks and projects, sets objectives and goals, develops schedules and task/people assignment, anticipates and adjusts for problems and barriers.

Is Student centred - Is experienced in working with young people with a range of needs, can see the potential in every young person, is fair and consistent in dealing with young people, and is able to model this with colleagues.

Facilitation - Is able to lead a meeting effectively, provide relevant information to promote fair dialogue, gather a range of input and synthesise it.

Patience - Is tolerant with people and processes, listens and checks before acting, tries to understand the people and the data before making judgments and acting, follows established process.

Time Management - Uses his/her time effectively and efficiently, values time, concentrates his/her efforts on the more important priorities, gets more done in less time, can attend to a broad range of activities.

Peer Relationships/Teamwork - Can quickly find common ground and solve problems for the good of all, can represent his/her own interests and yet be fair to other groups, can solve problems, is seen as a team player and is cooperative, easily gains trust and support of peers, and encourages collaboration.