

## **Information about Norham High School**

Norham High school is a vibrant school at the heart of its community.

It is a place that 'Believes' in its pupils and 'Strives' to 'Achieve' the very best for each and every one.

It is an outgoing school with excellent links in the community and strong business links. We believe we have the responsibility and capacity to improve the life chances of our community through innovation, high expectations, passion and commitment to shaping lives and changing the future.

### **At Norham we pride ourselves on:**

- √ having the highest expectations of ourselves to deliver quality first teaching and learning
- √ an innovative curriculum that motivates and inspires pupils and prepares them for life in the 21st Century
- √ a wide range of popular extra-curricular activities that engage and excite pupils
- √ a unique partnership with our local outstanding school to accelerate progress for pupils and CPD for staff
- √ strong partnerships that improve outcomes for our pupils and their families
- √ The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors, volunteers and visitors to the school to share this commitment.

### **Ethos:**

Norham is characterised by a caring, respectful and friendly ethos. Visitors always comment on the calm and purposeful atmosphere that pervades the school. We want our pupils to develop as caring, confident and capable young adults and opportunities are taken to boost the confidence and self-esteem of our pupils. The effort and achievements of staff and pupils are recognised and celebrated throughout the year.

### **Intake:**

The current role is approximately 400.

### **Support for pupils:**

Norham is proud of the support offered to pupils and their families to ensure barriers to learning are removed and pupils achieve their potential. Norham has a multi-agency Inclusion Group that regularly review and develop school policy and procedure. Norham is the only secondary mainstream provision for students with Autistic Spectrum Disorders. We have worked closely with the LA and DFE to develop our Communication Resource Base, a provision for up to 33 students in the 11-16 age range with Autistic Spectrum Disorder.

### **Staffing:**

Staff are our most valuable resource. At Norham we are proud of our record in Investors in People. Staff development is a major priority and considerable funding is targeted every year to provide opportunities for all staff to develop personally and professionally in their role. All staff are part of the Performance Management Programme to ensure they receive their individual entitlement to support and training. We currently have 33 teaching staff and 53 support staff who work as a team to ensure the quality of provision at Norham.

### **Pupils:**

Our pupils care passionately about their school and the education they receive. They are fully involved in the life of the school through activities such as:

- √ The School Council
- √ Y11 Prefects
- √ Young Carers

### **Partnerships and the wider community:**

We strongly believe that pupils should be engaged in the process of life-long learning that has continuity and progression. For that reason we have formed strong partnerships with our feeder primary schools, further education schools, training agencies and business and industry.

The school has a sixth form provision run in partnership with Queen Alexandra College based at Hawkey's Lane, North Shields.

On-site we have an Adult Education Centre running a range of activities designed to improve skills and get people into employment.

The school has formed a unique partnership with Churchill Community College, a neighbouring outstanding school. The partnership is accelerating progress at Norham High School and providing extra opportunities for pupils and staff.

Churchill Community College Music department provides opportunities for musicians in the College to further develop their skills. Pupils have the chance to study BTEC level 2 and 3 Music and level 2 Performing Arts. There are many performance opportunities for pupils within and outside of the school day e.g. peripatetic music lessons, after school clubs, termly concerts, a Christmas show and an annual production. Pupils are also involved in local music festivals and perform outside of school. Please look at Churchill Community College Music Department on Facebook or Twitter to see the full range of activities pupils have been involved in this year.

## **Role Profile**

The successful candidate will teach KS3 and KS4 music at Norham High school for 3.5 days per week and be responsible for delivering music lessons in Churchill Community College for the remaining 1.5 days per week.

## **Core purpose**

To ensure that all pupils make excellent progress in Music through the provision of high quality 'everyday excellence' in teaching and learning. All teachers in both schools are required to work to the national professional standards for teachers.

## **General Responsibilities**

1. To deliver a Music curriculum through the scheduled teaching programme to all pupils in all key stages. There will be opportunity to deliver sixth form teaching at Churchill Community College.
2. To perform duties and attend meetings as reasonably required; participating in the wider school's CPD / professional learning programme.
3. To assess and record pupils' achievements, to prepare reports and ensure high-quality feedback is given to both pupils and parents / carers.
4. To participate in the school's performance management programme.
5. To undergo in-service training where required to keep informed of developments in school initiatives, curriculum and subject areas.
6. To develop existing partnerships with other local secondary schools and help to promote stronger links with primary-feeder schools to help create a passion for Music across both phases of education.
7. To coordinate extracurricular opportunities for pupils (i.e. Peri-music timetable, links to music club, the music-hub etc.)

8. To carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

## **Person Specification**

### ***Experience***

- Successful teaching experience: consistently good and outstanding
- Using data and effective marking / feedback to ensure the progress of every pupil
- Proven and confident grasp of subject knowledge and skill-base

### ***Professional knowledge***

- The relationship of your subject to the curriculum as a whole.
- Statutory curriculum requirements for Music, the requirements for assessment recording and reporting and the use of assessment for learning in developing pupil understanding
- Developing pupils' literacy and numeracy skills.
- The use of ICT to improve learning in Music.
- The implications of the Special Educational Needs Code of Practice and Health and Safety requirements for teaching and learning in Music.
- Current educational issues and developments; particularly in relation to curriculum reform and assessment changes in Music.
- Commitment to safeguarding policies, procedures and a care for the 'whole child'.

### ***Skills***

- An excellent classroom practitioner who leads by example
- Reviews, monitors and evaluates progress and results
- Ability to play musical instruments and model excellent musical abilities that inspire children and adults.

### ***Attributes***

- Supportive of the ethos and core values of both schools
- Flexible and resourceful
- Effective member of a team
- Displays moral and personal integrity
- Shows determination, optimism and resilience in the face of challenges and set-backs
- Demonstrates a high expectations, no excuses mindset
- Is committed to equality of opportunity and safeguarding procedures in place to care for all pupils.

### ***Qualifications***

- Qualified to degree level.
- Qualified teacher status.
- Recent, relevant professional development.