



## Contents

- The role
- Main duties and responsibilities
- Staff development and benefits
- How to apply
- Conditions of service
- Our school and our values
- More about the school
- Our vision
- Financing space to pioneer

Information Pack for the position of  
**Visiting Music Teacher  
- Singing**

# The role

Visiting Music teachers promote and deliver individual lessons and coach/direct ensembles as necessary as part of the Music Department. All VMTS are line managed by the Head of Instrumental Music, and staff work will be monitored by one of the two, on rotation, in any given academic year, to include lesson observation. Standards of teaching and learning are high, and staff are expected to have a growth mindset and be open to sharing and developing best practice as part of a team. The Music Department Co-ordinator works with the Head of Instrumental Music to ensure the smooth running of the VMTs' work at City and is the first port of call.



# Main duties & responsibilities

## Specific responsibilities

- Teach pupils, ranging from complete beginners to those of the highest level, the technique and musicianship required to play an appropriate musical instrument/voice, offering encouragement, support and guidance as necessary, including embedding aspects of theory and musicianship appropriate to the level of the pupil.
- Promote healthy ways of singing and playing instruments (being mindful of recent pedagogy) through effective and inspiring demonstration.
- Organise timetables of lesson schedules, adhering to the School policy of lesson rotation/fixed lessons and submitting to the Music Department Co-ordinator in a timely manner. There is an expectation that you will provide 30 lessons for each pupil you teach over the course of any one academic year.
- Carry out the administrative procedures of the Department as agreed by the Head of Instrumental Music and the school. This includes keeping accurate records of attendance as directed and ensuring the Attendance policy is followed.
- Prepare appropriate pupils for Associated Board (or similar) Music Exams, and for the practical component of GCSE and A level examinations as requested by the full-time staff member running the qualifications.
- Where appropriate, and following consultation with the Head of Instrumental Music, to organise, promote, rehearse and direct appropriate ensembles as extracurricular activities, including supporting the School's strategic aim of developing whole school singing.
- Prepare pupils for concerts, festivals and competitions when these are offered, and encourage pupils to take the available opportunities to develop all aspects of their musicianship such as Theory and Aural classes.

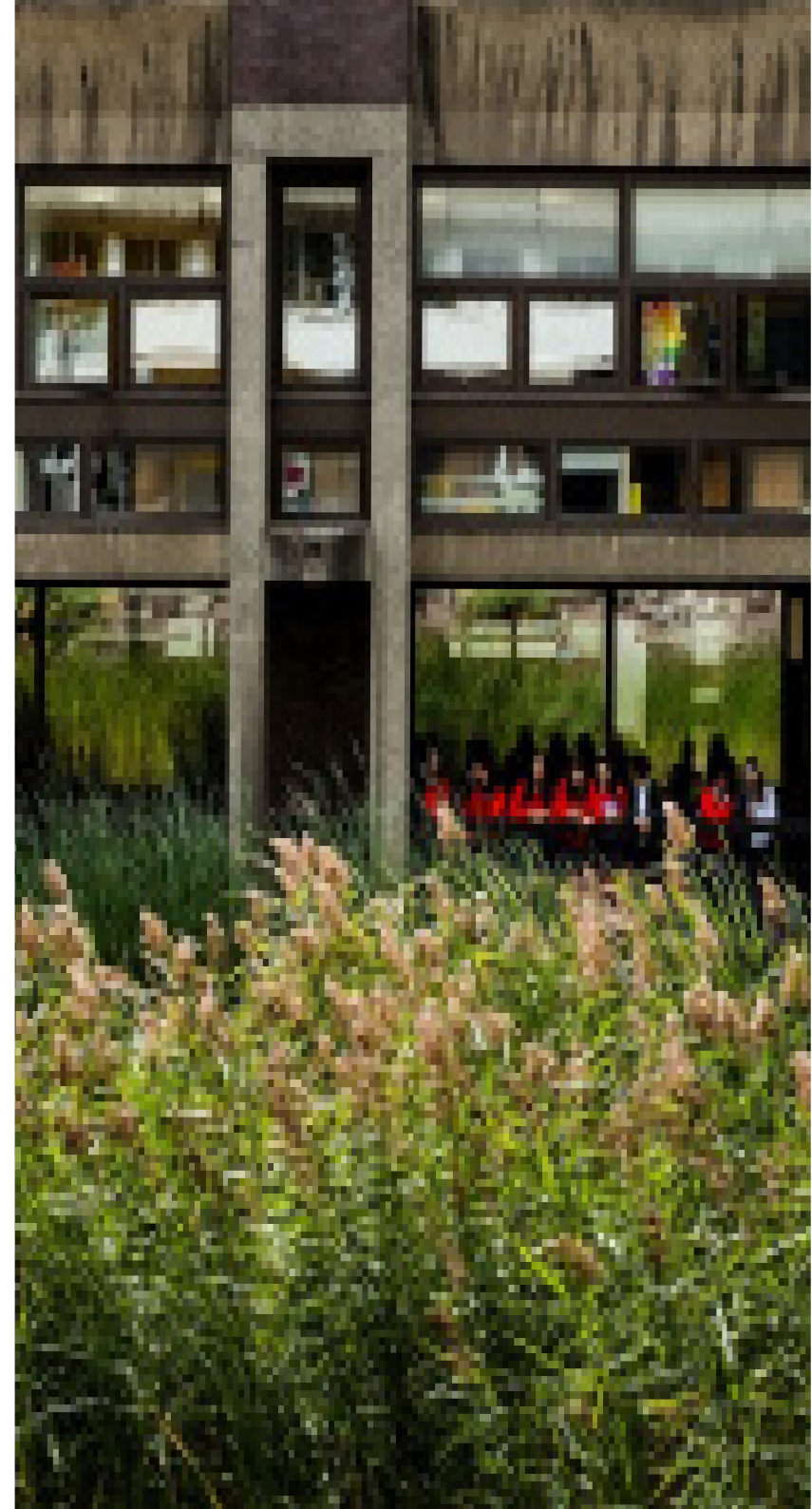


# Main duties & responsibilities

- Assess, record and report as required on the development, progress and attainment of pupils as part of the whole school reporting process but also maintaining effective notes on pupils, and offering timely and useful feedback to inform their practice between lessons.
- Promote the general progress and well-being of any pupil assigned to you. If you are assigned a Music Scholar, you may be required to supply further information on progress to the Head of Instrumental Music.
- Attend an annual Parents' evening to discuss the progress of pupils with their parents.
- Act in the professional manner of a schoolteacher, maintaining good order and discipline among the pupils and safeguarding their health and safety, both when you are authorised to be on the School premises and when you are engaged in authorised School activities elsewhere.

## General responsibilities

- To be responsible for the welfare and safety of pupils during lessons, having regard for the school's Safeguarding Policy, Teaching and Learning Policy and Health/Safety and relevant other policies. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- Undertake such training as may be reasonably required by the School and Corporation of London to meet the changing requirements of the School and the role or as may be necessary to fulfil the School's statutory or regulatory obligations.
- Attend departmental meetings, normally arranged to coincide with the School Inset Days at the start of term, unless otherwise agreed with the Head of Instrumental Music.



# Staff development and benefits

Members of staff at the City of London School for Girls enjoy certain privileges and a salary well above the level of a comparable post in the maintained sector. The salary for this post is competitive depending on experience.

The school is thoroughly committed to supporting the professional development of staff and we believe that staff learning is as important as pupil learning at CLSG.

Teaching staff have five dedicated INSET days for training each academic year. Within the City family of schools there are frequent opportunities for collaborative professional development in which the school has always taken a leading role.

A staff fee remission scheme is available to members of teaching staff for children attending one of the three City independent schools. The rate is currently 50% of full fee for up to seven years, and further details can be supplied to applicants invited to interview upon request.

Annual season ticket loans, cycle loans, shopping discounts and reductions on ticket prices at the Barbican are among the range of benefits available to all staff. The school offers free and confidential employee assistance helpline.



# How to apply

To apply, please complete the application form available on our website and return it to [recruitment@clsg.org.uk](mailto:recruitment@clsg.org.uk) at latest by the closing date of **Friday 8 November**. Interviews are expected to be held in the week commencing 25 November.

CLSG is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

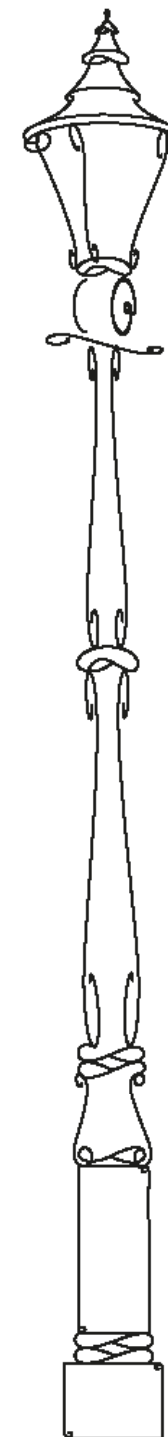
This post is exempt from the Rehabilitation of Offenders Act and as part of the selection process applicants must be willing to undergo child protection screening appropriate to the post, including employment references, criminal conviction & professional checks.

The City of London Corporation is committed to equal opportunities and welcomes applications from all sections of the community.

## Important instructions for applicants

- The application form should be used to detail all relevant qualifications and provide a full, dated career history with explanations of any gaps in employment
- If you have spent three months or more living or working outside the UK, you should tell us the country/ies and the dates of your stay
- Space is provided in the application form to include a supporting statement. You should use this statement to set out clearly why you consider you are suitable and how you meet the criteria listed in the person specification for the post
- The application form asks you to declare all criminal offences, including those that are spent, and any relationship you have to other employees of the City of London Corporation

Note that any misrepresentation of or failure to declare information that is material to the appointment may invalidate an application, or lead to summary dismissal if the applicant has started in post.



# Conditions of service

The school is an equal opportunities employer. The school welcomes applications from all suitably qualified persons regardless of their race, gender, disability, religion/belief, sexual orientation or age.

CLSG is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants should read the school's child protection policy, [which is available here](#), and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. [Our recruitment policy can be found here](#).

All appointments are subject to satisfactory references and checks, including verification of identity, qualifications and right to work in the UK, a satisfactory enhanced disclosure and barring service certificate, medical clearance and overseas checks (where applicable). Applicants should be aware that the school may approach any previous employer to seek a reference.

It is a condition of appointment that employees for whom new DBS certificates are obtained are subscribed to the disclosure and barring update service, and give the school consent, whilst they remain in employment, to carry out regular checks via this service on the currency of their certificate.

Once appointed, the post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the school's child protection policy at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's designated safeguarding lead (deputy head, pastoral) or to the headmistress.



# Our school and our values

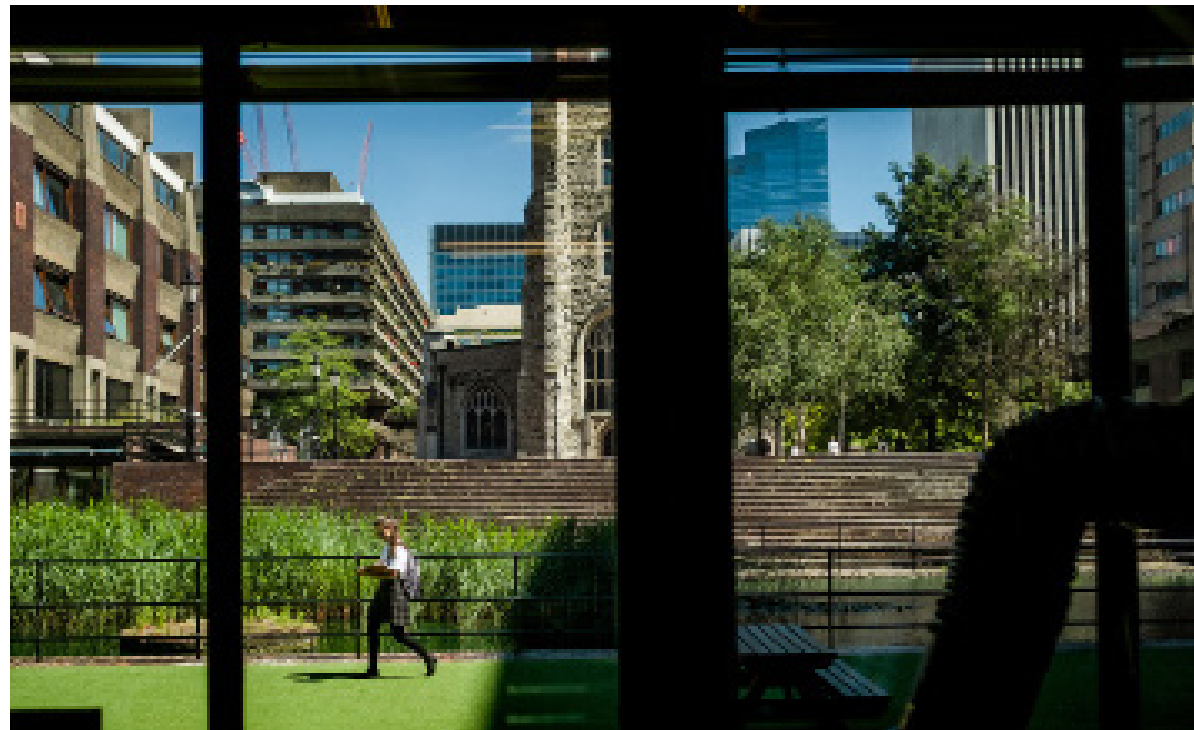
City of London School for Girls is an independent day school for pupils aged 11-18 situated in the heart of the Barbican. Opened in 1894, the school provides an outstanding education for able students from all backgrounds, cultures and faiths. We capitalise on our location to attract students from all over Greater London and beyond, and give them access to every learning opportunity our capital has to offer.

Academic yet unstuffy, modern yet acutely aware of its history, diverse yet with a strong sense of identity, our school defies easy categorisation. This is best demonstrated by our unique geography, nestled between the brutalist Barbican and looming Roman walls. Ours is an intellectually edgy, unassuming and unpretentious environment, unshackled by tradition, and imbued with a relaxed excellence. This is a refreshing and modern place in which to work and learn.

## Our values: respect, responsibility, resourcefulness

The three Rs of City permeate all that we do and could never be more pertinent:

- **respect** for self, others and our environment
- **responsibility** for our own independent learning and development, our actions and words
- **resourcefulness** which includes resilience, courage, creativity and aspiration





# More about the school

The school has about 760 pupils. There are c200 girls in the sixth form. Entry is by competitive examination and interview at 11+ and 16+. The school has a strong academic tradition, and virtually all girls go on to higher education. Approximately 20 per cent of the girls in the senior school are on means-tested bursaries, provided by livery companies, the City of London Corporation, corporate and private donors and the school.

Achieving academic excellence is an important part of life at City, but so too is the provision of a wealth of co-curricular opportunities, broadening students' lives with new experiences and challenges. A highly supportive system of pastoral care is in place in which understanding, encouraging and inspiring individual pupils is fundamental. Our school is cosmopolitan in outlook and the staff and students make the most of all that London has to offer. We are committed to an active partnership programme, to an international outlook and to educating students to be the leaders of tomorrow.

CLSG's tradition and location create a unique atmosphere which is vibrant, confident and supportive. The student body reflects the diversity of London, and pupils commute into school from all over the Greater London area. Partnership is a vital part of the school culture. CLSG works with a number of schools within and outside the City of London.

The school is administered by the Corporation of the City of London.

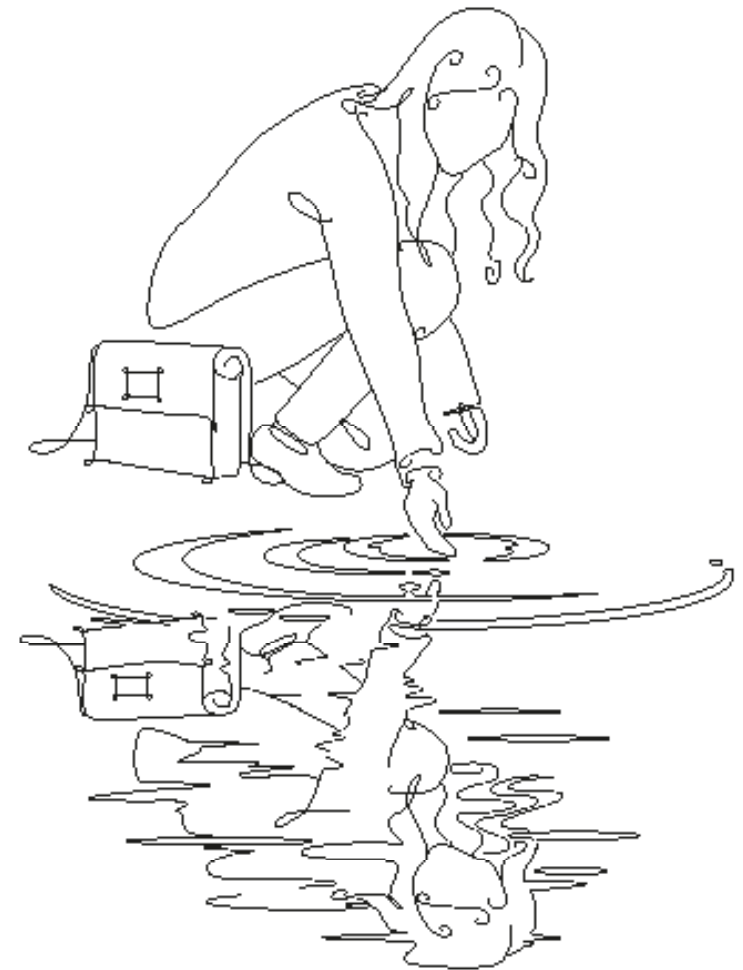
To learn more about the school please explore our [website](#).



# Our vision

Over the next ten years, we will build on our reputation as one of the country's leading girls' schools. We want to be a school which is not only known for its outstanding education, but has real influence and reach, which it uses to further wider educational outcomes and discourse. We want our school to be fun, pioneering and properly adventurous, leading the country in scholarly exploration, pastoral development, partnerships and co-curricular engagement.

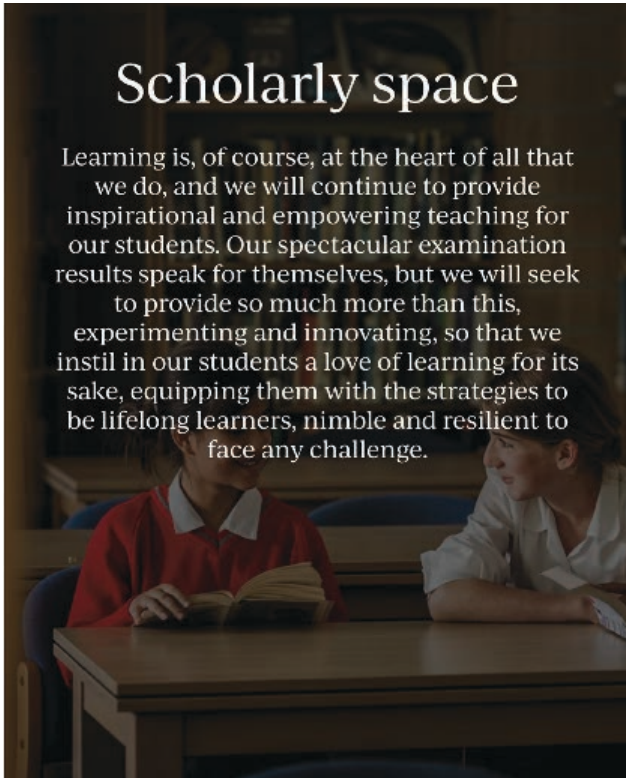
Our vision is for students, staff and the wider community to find their space to pioneer. As well as the requirement to forge new physical space for the site and by being a creative, pioneering part of the post C-19 City regeneration of space, we aim to break new educational ground and claim our space, in three critical ways.



# Finding space to pioneer

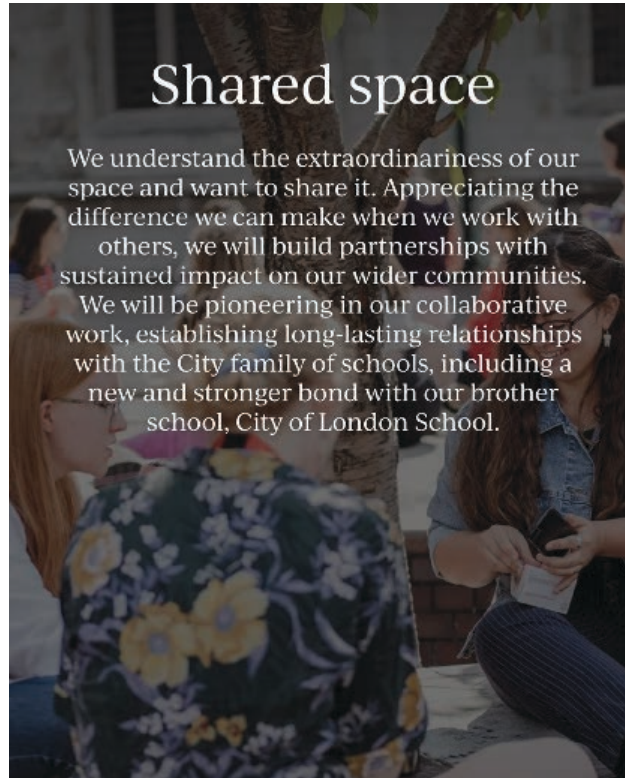
## Scholarly space

Learning is, of course, at the heart of all that we do, and we will continue to provide inspirational and empowering teaching for our students. Our spectacular examination results speak for themselves, but we will seek to provide so much more than this, experimenting and innovating, so that we instil in our students a love of learning for its sake, equipping them with the strategies to be lifelong learners, nimble and resilient to face any challenge.



## Shared space

We understand the extraordinariness of our space and want to share it. Appreciating the difference we can make when we work with others, we will build partnerships with sustained impact on our wider communities. We will be pioneering in our collaborative work, establishing long-lasting relationships with the City family of schools, including a new and stronger bond with our brother school, City of London School.



## Reflective space

We shall scrutinise our space, and encourage a culture of reflection. The constraints of time and space in a busy and commuting school are significant. We shall establish a strong coaching culture in the school, so that all staff and pupils can gain an understanding of strategies required to reflect on their own aims and ambitions. We shall give them the space to pause and develop, equipping them with the tools to lead happier and more successful lives. They will be inculcated with a greater sense of confidence, self-awareness and taught to listen and learn from others.

