



CITY OF LONDON  
SCHOOL FOR GIRLS

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Information Pack for the position of  
**Visiting music teacher**

## Our school and our values

City of London School for Girls is an independent day school for pupils aged 7-18 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 3 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.



## Our vision: Finding space to pioneer

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, that it uses to further widen 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 space to pioneer**. By forging new physical space for the site and by being a creative, pioneering part of the post-C19 City regeneration of space, we aim to break new educational ground and claim our space, in three critical ways by **reflecting**, **innovating** and **sharing**.



## REFLECTING

We shall scrutinise our space, and encourage a culture of reflection in two pioneering ways

- City has never been a complacent place, and a deep critical spirit courses through our veins. Inspired by Black Lives Matter, but not just because of this, we decided, together with City of London School, to commission a **race equality review**. This is a wholly independent and external review led by human rights barrister Elizabeth Prochaska. Our aim is to ensure that the equality and diversity that is so important to our DNA is felt by all and we will respond promptly and appropriately to the review's findings.
- 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.

## INNOVATING

We shall innovate in three distinct areas

- **Teaching** 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.
- **Digital Space** – we shall create a whole school virtual learning environment to support the development of student as autonomous 21st century learners. This will involve improving the confidence of staff to use new and exciting digital learning technologies in the classroom. Likewise, we shall empower our students in digital literacy so that they can effectively navigate the space between classroom and online learning. In so doing, we shall develop both our reputation and future readiness, ensuring we retain our position as a centre of educational excellence fit for the post-Covid age.
- **Entrepreneurship** – uniquely located in the heart of the City allows us to be precisely placed as powerful players in the 21st century workforce. The challenges to the City in the wake of Covid 19 present us with an opportunity. In a world where only 33% of board members are women and the pay gap is still 9%, this is our chance to properly claim our place in this great financial centre. To help address this, we will forge a world-class workplace-readiness and entrepreneurship programme to empower and equip our students, harnessing the City's Educational Strategy and our proximity to one of the world's great centres of work.

## SHARING

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 and capitalising on all our strengths:

- the City family of schools (a 9-strong group of maintained and independent schools in the City);
- forging a new and stronger bond with our brother school, City of London School;
- the cultural and business capital offered by our near neighbours in the Barbican and the City;
- and the growing opportunities for global and digital partnerships.

## Finding space to pioneer

By 2030, inspirational learning, pioneering partnerships and a strong culture of self-reflection, confidence and entrepreneurship will produce a new generation of ground-breaking leaders and scholars in the heart of the capital.

# Visiting music teacher

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 Director of Music, assisted by the Head of Instrumental Studies, 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 director of music to ensure the smooth running of the VMTs' work at City, and is the first port of call.

## TEACHING DUTIES:

- 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 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 Director of Music and the school. This includes keeping accurate records of attendance as directed and ensuring the Attendance policy is followed.



### TEACHING DUTIES CONTINUED:

- 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 Director of Music, organise, promote, rehearse and direct appropriate ensembles as extracurricular activities.
- 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.
- 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 Director of Music.
- Attend an annual Parents' evening to discuss the progress of pupils with their parents.
- Act in the professional manner of a school teacher, 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.

### OTHER DUTIES:

- 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 director of music.

## The department

Based within the Barbican and with the rest of London on its doorstep, CLSG is uniquely positioned to produce music of exceptional quality and enjoys all the benefits of proximity to the Guildhall School of Music and Drama, St Paul's Cathedral and St Giles' Cripplegate. Music is a fundamental part of the School culture and community, celebrating music of all genres and at all levels.

Our partnerships and access to some great centres of music, allow us to offer some of the most inspirational music provision outside of specialist music schools. Major concerts are undertaken in the school hall which is well-equipped and seats 250+ and the Music department has the use of an additional hall for rehearsals and practice. Excitingly, plans are being considered for further performance space as the School's 2030 strategy is developed over the coming months.

There are four full-time members of the Music Department (the Director of Music, Head of Instrumental Studies, Second in Department (Academic) and Department Administrator), and a large team of Visiting Music Teachers, covering all the main disciplines. The postholder will report to the Director of Music.



## More about the school

The school has about 730 pupils, approximately 90 of whom are members of the preparatory department. There are c150 girls in the sixth form. Entry is by competitive examination and interview at 7+, 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. Applicants for teaching posts at City should therefore be enthusiastic about getting to know students and providing guidance appropriate to their individual needs. Applicants should also be keen to invest time and energy in co-curricular activities, and to contributing to the strong community spirit which is a prominent feature of the school.

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 part of the East London Consortium as well as of the family of schools supported by the City of London Corporation, and currently sponsors the City of London Primary Academy, Islington. The school is administered by the Corporation of the City of London.

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

## 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 on the School's website, and are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people.

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.

# How to apply

Completed applications should be emailed to [recruitment@clsg.org.uk](mailto:recruitment@clsg.org.uk) by the closing date by midday on **Friday 18<sup>th</sup> June 2021**

Interviews: To be confirmed

Please complete the application form and equal opportunities form for this position which are available on [our website](#).

## 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 3 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.

