



CHELTENHAM  
LADIES'  
COLLEGE

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## HEAD OF VOCAL STUDIES

REQUIRED FROM JANUARY 2026

VACANCY INFORMATION







## INTRODUCTION

Cheltenham Ladies' College is one of the largest school communities of boarding and day girls in Europe, having first opened its doors in February 1854. Today, this pioneering heritage is honoured whilst leaning imaginatively into the needs of a complex and changing world. A warm and inclusive pupil community is supported by a large and dedicated staff body, occupying a 36 acre dispersed campus right in the heart of the town, with a teaching staff of around 150 (part-time and full-time) and a pupil body of 836, living in the UK as well as over 40 countries.

## THE VACANCY

A teaching role at College will give you pupils who are well-motivated, conscientious and willing to learn, alongside access to excellent resources, professional support and personal development.

As a teacher at College, it is your role to engage with the girls, foster curiosity and create a challenging and stimulating classroom environment that motivates them to learn, think independently, take risks, empathise with others and perform to the best of their abilities.

An overview of the key aspects of the teacher role at College is provided within this booklet as well as detailed information about the role of Head of Vocal Studies.

### Key information:

- Required for January 2026.
- Full time.
- CLC has a competitive pay scale with membership of the \*TPS, or membership of a Defined Contribution (DC) Pension Scheme. The DC option includes an additional non-pensionable cash allowance. \*The employer TPS contribution rate is capped at 28.68%.
- Starting salary depending on skills, qualifications and experience.
- This role also attracts a responsibility allowance.
- Relocation assistance available as appropriate.

For more information about College, please visit our website [www.cheltladiescollege.org](http://www.cheltladiescollege.org)

If you have any questions, please contact the HR Department on 01242 707308 or by email on [HR@cheltladiescollege.org](mailto:HR@cheltladiescollege.org)

**Closing date of application is Friday 12 September (12pm) 2025**

**Interviews will be held on Monday 22 September 2025**

Applications will be considered as they are received and College reserves the right to appoint at any time in the process.



## DEPARTMENT DETAILS

The department comprises around forty full and part time staff, encompassing eight full time musicians and over thirty visiting Music teachers (VMTs), plus a full time dedicated departmental administrator.

The VMTs report to Heads of Faculty (of which there are four, as listed below). The eight full-time staff include:

- Director of Music
- Head of Academic Music
- Head of Strings (includes harp and guitar)
- Head of Vocal Studies
- Head of Woodwind, Brass and Percussion
- Head of Keyboard
- Teacher of Curriculum Music
- Musician - Accompanist

Teaching resources are readily shared, and there is a large variety of resources to support all ability levels. There are currently around 800 individual music lessons delivered each week as paid extras, and we are unusual in the sector in scheduling these without requiring pupils to miss academic teaching time.

For many years, College has made a strong commitment to supporting music through awards and scholarships; currently there are approximately 50 music award holders in College, and pupils may apply for these through internal and external routes.

These pupils benefit from a tailored enrichment programme, and opportunities to participate in scholars' recitals, workshops, masterclasses and other

creative opportunities. There is a long standing tradition of prizes and awards (for example for composition, chamber music, open faculty classes), as well as numerous entries in the Cheltenham Festival of the Performing Arts.

Pupils are currently prepared for approximately 200 ABRSM exams, LCM Music Theatre exams, Rock School, and Trinity graded exams and diplomas. At any one time, it would be unusual for there not to be several pupils who are also members of the National Youth Choir, National Youth Orchestra or similar.

In recent years pupils have secured Oxbridge Organ and Choral Awards, places to read Music at university (both in UK and in USA), and places at leading conservatoires.

Within a 36-acre dispersed estate in the heart of Cheltenham, pupils are also members of 15 Houses (of which 11 are boarding and 4 are day, and which are configured as 9 junior and 5 sixth form communities). All Houses have pianos and music practice spaces, contributing to the total collection of over 100 pianos in College. These are all used regularly, and their distribution supports informal music making of many kinds, as well as preparation for vibrant and enthusiastic participation in House and Open Music competitions and classes.





There are a significant number of performance opportunities and concerts, for individuals and also for between 15-20 chamber groups, and a wide range of ensembles, in addition to currently:

- College Symphony Orchestra
- Sinfonia
- Sinfonietta
- Symphonic Wind Band
- Jazz Band
- College Choir and Lower College Choir
- Gospel Choir
- Choral Society
- String Serenaders (string orchestra)

### **Academic curriculum**

The core motivation is to foster a love of music, in its widest and most inclusive sense. The Head of Academic Music takes the lead in this respect of the Department's activities.

To this end, music is a curriculum subject across all Key Stages in College, with GCSE, A Level and IB Music as options for public examination. There is an exciting and practical curriculum embracing a diverse range of styles, from the Balinese Gamelan to the Baroque Concerto and Michael Jackson. Pupils produce their own music using the iMac suite working with both Sibelius 8 and Logic Pro X to explore a personalised approach to original composition.

Teachers are invited to contribute fresh ideas to an evolving curriculum, and we are motivated to inspire the pupils in awareness and appreciation for music in all its guises.

Our pupils have achieved outstanding results, with both IB and A Level students securing excellent outcomes with destinations across the UK, US and Oxbridge. At GCSE, recent results are 100% 9-7 (91% 9-8).





## KEY ASPECTS OF THE ROLE OF A TEACHER

Teachers at College are expected to plan and deliver lessons which appropriately engage and inspire the pupils. We encourage the use of new ideas and innovative pedagogies, and teachers can expect pupils to be enthusiastic and keen to learn new concepts, ideas and skills.

Keeping track of pupils' progress is important and allows teachers to be all the more effective in their targeting of differentiation and their recording of achievements.

Teaching is much more than just being in a classroom, and it is expected that all teachers will enjoy the professional fellowship and camaraderie that arises from positive engagement with colleagues from other departments, and we encourage cross-curricular initiatives.

We expect teachers to model the habits of mind that we seek to nurture in our pupils – the joys of lifelong learning. As such, a positive engagement with CPD is expected and encouraged.

Teachers will be expected to organise and attend appropriate trips; be present and involved in major College functions (such as Speech Day), and take an active interest in the lives of the pupils beyond the classroom.

This is an intrinsic aspect of being a tutor, a role that is undertaken by all full-time and the vast majority of part-time staff.

Teachers will be expected to help pupils make decisions about their GCSE, Sixth Form and Higher Education choices and will work closely with a small group of tutees, supporting them in all sorts of aspects of College life, whether it be academic lessons; co-curricular commitments or their general wellbeing.

We also expect colleagues to contribute effectively to College's extensive and varied co-curricular programme, including the Saturday Enrichment Programme, which provides significant value to the personal development of our pupils.

Please refer to the next page for specific responsibilities as Head of Vocal Studies.





## JOB DESCRIPTION

**Reports to:** Director of Music

**Main objective:** To manage the Vocal Faculty

### **Generic responsibilities – All full-time teachers in the Department:**

- Teach an individual instrument or combination of instruments from beginner to diploma standard.
- Act as mentor to a number of music award holders.
- Depending on skill set, join a team of College accompanists, overseen by the Head of Keyboard, to share in girls' performances in events such as: concerts; recitals; practical examinations (we offer ABRSM, Trinity and LCM music theatre exams); scholarship auditions; Faculty Prize days.
- Undertake a small amount of curriculum teaching.

### **Generic responsibilities – Heads of Faculty (HoF):**

- Maintain an exciting vision for the Vocal Faculty and to oversee the provision and development of these studies.
- Line management of all relevant teaching staff within the Faculty.
- Respond to and act upon issues raised by teachers in the Faculty on a daily basis (this includes seeing girls, contacting houses and parents, and informing all relevant parties of actions taken).

- Respond to and act upon issues (relevant to the Faculty) raised by parents, Heads of Division, other colleagues and House staff.
- Attend Head of Faculty meetings and to help shape the agenda. To work closely and collaboratively with the other HoFs and the Director of Music, in shaping agenda and vision for the whole Instrumental/Vocal provision.
- Full involvement in the selection and interview process and induction of new staff within the Faculty.
- Communicate clearly and frequently with all faculty staff: via meetings; via email and letter; or (more often than not) face to face.
- Full involvement in the timetabling of students within the Faculty and to be responsible for the timetabling of new students (NB: This constitutes a major time commitment from the close of the Summer vacation until the first exeat in the Autumn Term; timetabling remains an ongoing commitment throughout the academic year).
- To be involved in the delivery of the practical requirements of GCSE, A level/IB music examinations and/or to deliver curriculum lessons as appropriate.
- Organise extra activities such as master classes in conjunction with the Director of Music.
- Coach weekly chamber ensemble rehearsals as required.
- Help in organising trips to concerts and other faculty events in conjunction with the DoM.
- Create and develop contacts within the profession and to maintain a level of performance befitting the post.



- Share in the planning and delivery of the scholarship enrichment programme.
- Take Grade 5 Theory classes and/or advanced aural classes as required.

#### **Specific responsibilities**

- Oversee the provision and development of vocal studies at College.
- Oversee the development of choirs, and choral opportunities for girls of varying ability and across the whole age range.
- To direct College Choir and other choirs as appropriate.
- Take an interest in the development of all vocal students, and to deal with girls' concerns where they relate directly to vocal studies.
- To oversee pupils' involvement in choirs and chamber ensembles and to stage workshops for non-music scholars.
- To be line manager of all singing teachers. As such, to be the point of contact for all singing teachers as necessary.
- Organise Singing Prizes annually.
- Organise extra activities such as masterclasses in conjunction with the Director of Music.
- Prepare for and oversee the annual House Music competition.
- Manage the vocal music library.
- Oversee/administer the annual entry for LCM Music Theatre examinations.
- Develop opportunities for links/outreach programmes with local primary and prep schools such as developing a choir academy.





## PERSON SPECIFICATION

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

E = Essential  
D = Desirable

### KNOWLEDGE, SKILLS AND EXPERIENCE

- Ability and experience as a choral trainer, preferably within the 11-18 age group E
- Experience of choral direction covering both secular and sacred music
- Good knowledge and experience of liturgical practice
- Significant performing experience at a high level
- Ability to teach singing (from beginner to post grade-8 standard) to 11-18 year-old girls, preparing them for concerts, competitions and exams as required
- Ability (and preferably experience) to manage a team of visiting singing teachers
- An ability to deal with routine administrative tasks, including some timetabling using Excel
- Sufficient keyboard skills for effective teaching and rehearsing of singers.
- Reliable keyboard skills for accompanying some pupils in exams and concerts D
- An ability to teach music in the curriculum

### TEACHING AND TUTOR ABILITY

- Highly effective teaching by having a solid, up-to date working knowledge and understanding of a range of teaching and learning strategies and knowing how to use them or the potential to deliver this E
- Professional approach and the ability to promote high standards of achievement and behaviour and make a positive impact on teaching, learning and pastoral care
- Ability to use new technologies effectively to facilitate teaching and learning
- Willingness to participate in the wider pastoral life of College, for example: taking on the role of a tutor; involvement with other co-curricular activities; attendance at meetings and College events.
- Genuine commitment to putting students first and an enjoyment of working with young people
- Ability to engage, build trust and effective relationships with colleagues and the girls and apply discipline and other school policies as appropriate.





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## PERSONAL EFFECTIVENES

- the ability to inspire, enthuse and foster effective relationships with the girls, parents and colleagues;
- flexibility, energy, drive and commitment to high quality teaching and learning;
- able to promote high standards of achievement and behaviour and make a positive impact on learning and teaching;
- committed and effective contribution to colleague and departmental development.

E

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Committed to the safeguarding of children.

E





## BENEFITS OF WORKING AT CLC

**PENSION SCHEME:** Membership of the Teachers' Pension Scheme\*; or Membership of a Defined Contribution (DC) Pension Scheme. The DC option includes an additional 12% non-pensionable cash allowance. \*The employer TPS contribution rate is capped at 28.68%.

**WELLBEING:** Membership of our Health & Fitness Centre is available at minimal cost for yourself and at a reduced rate for your family. Facilities include a pool, fitness suite, sports hall and tennis courts. Yoga exercise classes are available after work and at lunchtime at no cost.

**SUSTAINABLE TRANSPORT:** Cycle to work scheme - providing a tax-free salary sacrifice scheme. Electric vehicle charging (limited provision - booking required).

**HEALTH CASH PLAN:** Company funded health cash plan - Level 1 which includes access to a free and confidential counselling service.

**PROFESSIONAL DEVELOPMENT:** College supports continuous professional development.

**SUBSIDISED RESTAURANT:** Access to a subsidised staff restaurant. Other refreshments are available at no cost.

**LIBRARY:** College has two libraries and all staff become a full borrowing member on joining.

**EVENTS:** Access to College and other sponsored events.

## SAFEGUARDING

You will be required to become familiar with College's Safeguarding (Child Protection) policy, to comply with its requirements and to safeguard and protect the welfare of students. Our safeguarding policy can be accessed [here](#).

All staff are asked to complete mandatory training on KCSIE (Keeping Children Safe in Education), Staff Code of Conduct and other key areas, to read the relevant policies as well as being aware of identity of the Designated Safeguarding Lead & deputies.

All employment offers are made subject to checks in line with the Independent Schools Inspectorate. These include (some of which are dependent upon the role and the individual): enhanced DBS including children's barred list check, DfE teaching/management barred list checks, online searches, overseas criminal record checks, evidence of identity and right to work in the UK, satisfactory references, confirmation of medical fitness, evidence of qualifications and a check of previous employment history.





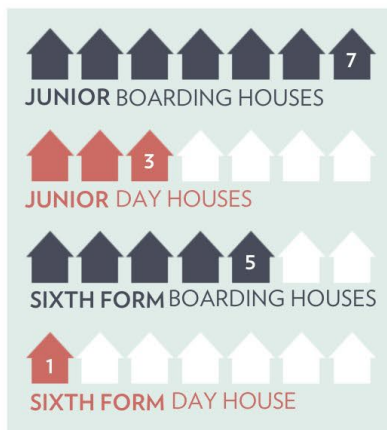
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# SNAPSHOT

836  
GIRLS AT CLC



18  
YEARS OLD



36 ACRES  
THE TOTAL SIZE OF COLLEGE'S  
DISPERSED ESTATE IN THE HEART  
OF CHELTENHAM

CLC OPENED  
ITS DOORS IN  
1854

8,935 MEMBERS  
OF GUILD  
(OUR ALUMNAE  
ASSOCIATION)  
IN EIGHTY COUNTRIES



590+ STUDENTS TO  
THE SUNDAY  
TIMES TOP 10  
UNIVERSITIES WORLDWIDE  
SINCE 2020

OFFERS FROM  
30+  
US COLLEGES  
IN 2024

100+  
OFFERS FROM OXBRIDGE  
& IVY LEAGUE  
SINCE 2020

212  
MEMBERS OF TEACHING STAFF  
(INCLUDING VISITING TEACHERS)

150 DIFFERENT  
CO-CURRICULAR  
ACTIVITIES



958 SPORTS  
FIXTURES  
IN 2023/24

OVER 100  
EXTERNAL  
SPEAKERS  
PER YEAR

34,296  
BOOKS IN THE LIBRARIES

OVER 2,200 HOURS  
VOLUNTEERED ANNUALLY AS PART OF  
OUR COMMUNITY LINKS PROGRAMME

1 IN 10  
STUDENTS  
TOOK PART IN A DRAMA  
PRODUCTION IN 2023/24

NEW SOLAR PANELS SAVED  
21.6  
TONNES  
OF CARBON  
DIOXIDE  
EMISSIONS IN  
4 MONTHS





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