



# Teacher of Flute

Michaelmas 2025



MAGDALEN  
COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL  
BOYS 7-18 & SIXTH FORM GIRLS









# Introduction

from the Master, Helen Pike

Magdalen College School is a remarkable place. We are now well into our sixth century, and our former pupils include scholars, war heroes, musicians, Olympians, two Nobel Prize laureates, a Hollywood film director, and a saint.

Our success in public examinations, in securing places at top universities, and in an astonishing array of co-curricular pursuits ensures that we continue this proud tradition. We do so by nurturing the individual potential of each of our pupils, and above all we believe that learning is as fun as it is fulfilling.



William of Waynflete founded Magdalen College School in 1480: schoolmaster, bishop of Winchester and Lord Chancellor of England. Being of humble origins, Waynflete was determined that others of ability should be given the opportunity to learn, to serve and to prosper as he did. And so MCS offers a transformative education in our global university city, the community to which we contribute.

We attract and retain the best staff and MCS is a stimulating, welcoming and thriving environment in which both to learn and to work.

A lot happens at MCS. The various sections of our website ([www.mcsoxford.org](http://www.mcsoxford.org)) including the recent News will give you an impression of our school.

Thank you for your interest.

*H. C. Pike*



# Working at MCS

There are many benefits to working at Magdalen College School. Founded in 1480 by William of Waynflete, the school has a rich history and an enviable location at the heart of Oxford beside the River Cherwell.

MCS is one of the country's leading independent day schools. Shaped by its Christian Collegiate foundation and links with the university city of which it is part, it aims to inspire in all its pupils a desire to learn, flourish and serve.

The School will celebrate its 550th anniversary in 2030. The current generation of MCS staff and pupils wish to ensure that we shape a school that is able to flourish for at least another half millennium, and hopefully many more beyond. There are around 950 pupils, boys aged 7-18 and Sixth Form girls, and 350 members of staff who learn and work on the School's central Oxford site.

## Academic

The pupils are a joy to teach – gifted academically and talented across a wide range of other pursuits. Pupils wear their considerable abilities lightly; they feel a very strong connection to their school, are kind to one another and are inquisitive and motivated. Public exam results see the school consistently placed among the most successful schools in the UK. In 2024, 44% of A Level grades were A\*, 82% were A\*-A and 95% were A\*-B. At GCSE, 56% of grades were Grade 9, 79% were 9-8, 93% were 9-7 and 98% were 9-

6. Pupils are very successful in their university applications, with the vast majority gaining places at leading institutions, including around 25% gaining offers from Oxbridge.

## Co-curricular

Co-curricular activities play a central role in life at MCS. The quality of the provision across sport, music and drama, as well as over 100 clubs and societies, is exceptional. There are around 40 music ensembles and over 70 concerts per year; some at MCS and some at venues around Oxford like the Sheldonian Theatre. There are 10-15 drama productions of various genre each year; some are performed at MCS, and some make use of theatres in Oxford such as the Playhouse and Burton Taylor. There is also a technical theatre academy. Sport is hugely popular and successful at MCS with a dual focus on participation and performance. Last year, 94% of all pupils represented the school in a competitive fixture and over the last few years we have won national titles in hockey, sailing and tennis. There are also numerous successes at local and regional level across all sports and a significant number of individual pupils are supported along talent pathways in various sports.

## Pastoral

MCS places great value on the individual and is well-regarded for the quality of the pastoral care. Most teachers are also tutors, responsible for the day to day pastoral and academic care of their tutees under the leadership of the Heads of Year and Heads of Section. Tutor groups are organised through the house system which develops a sense of loyalty and identity and provides many opportunities for competitions from quizzing to football and from debating to singing. Our pupils are happy and have excellent relationships with each other and with members of staff.

## Remuneration

Instrumental teachers are employed as permanent members of MCS staff, and therefore receive holiday pay, pension contributions and other staff benefits in addition to their hourly pay, which is £41.73 for the academic year 2024-2025. The school also operates a cycle to work scheme, and travel loans are available. MCS offers teaching staff a choice of pension arrangements; a Defined Contribution scheme with an employer contribution of 23.68% or the Teachers' Pension



Scheme with a salary sacrifice arrangement. Staff may move between the two schemes as suits their needs. The Master will discuss the pension with any offer of appointment.

## Benefits

There is a wide range of benefits available to staff, including free lunches on days worked. The school has a fully equipped gym which is available for staff use, and staff may also enjoy access to the University of Oxford's Rosenblatt

Swimming Pool. Tennis courts are available, and there is a comprehensive programme of staff sports clubs. Staff also have the opportunity to join choirs and music groups, and to get involved in drama productions.

Staff are encouraged to make use of the Senior Common Room within and after the school day, as an area for relaxation and shared discussion outside departments. Tea and coffee are served in the SCR at morning break, and cakes and fruit are available at the end of the school day. Staff socials and

guest night dinners are regular features of each term.





# The Role

The school is seeking to appoint an enthusiastic and experienced Teacher of Flute to join its Music department from September.

There is presently one day of teaching per week, with the potential for this to be expanded in future, depending on waiting lists.

The main duties of the post will include, but not be restricted to, the following:

- Teach flute lessons to students of age 8 -18 and ranging from beginner to diploma level;
- develop and implement personalised lesson plans and teaching strategies to meet the individual needs of students;
- guide students in developing proper technique, musicianship, and interpretation skills;
- to inspire and oversee the music development of young flautists;
- select and recommend appropriate repertoire for students to enhance their musical development;
- prepare students for performances, recitals, exams and auditions;
- provide constructive feedback and evaluations to students on their progress, identifying areas for improvement and offering guidance for further development;
- communicate and collaborate effectively with students, parents, and colleagues

- regarding students' progress, challenges, and achievements;
- attend departmental events, and professional development activities as required;
- stay up to date with current trends and best practices in music education, incorporating new teaching methodologies and resources into lessons;;
- maintain accurate records of students' attendance, progress, and assessment results;
- to attend concerts in which your pupils perform (when possible)

## The Department

The Music Department is a thriving department with a wealth of talented musicians and an exciting musical programme. The Director of Music leads a team consisting of an Assistant Director of Music, a Head of Instrumental Music, a Head of Music Production, a Teacher of Music, a part-time accompanist, a full-time administrator, a Waynflete Academic and 43 visiting instrumental teachers. There is a close connection between the Junior School and Senior School in the Music Department and there are many opportunities for pupils

from both areas to collaborate for projects.

The Department is housed in the Quinn Building, but has practice rooms across the school site, including in the Junior School where there is also a music classroom. All classrooms are equipped with interactive screens that wirelessly mirror the teacher's Microsoft Surface. We currently run Sibelius software, Noteflight, Soundtrap and Ableton on the network, which can be accessed from computers across the school site.

Academic music lessons are taught for two periods per week in the Junior School (J1 to J4, Years 3 to 6), which includes an instrumental scheme in J1 where pupils are taught the basics of learning an instrument and given the opportunity to discover which family of instruments would be most appropriate for them. In the Senior School pupils have two music lessons per week in Second and Third Form (Years 7 and 8). Music becomes an optional subject from Lower Fourth (Year 9) with three periods per week. 20-30 pupils take GCSE Music each year and have four periods per week. Each year up to ten pupils take Music at A Level.

Most pupils learn an instrument during their time at MCS (either at





school or privately) and there are over 500 instrumental lessons each week; many pupils reach Grade 8 or Diploma level by the time they leave the Senior School. The School also educates Magdalen College's choristers, and members of the Music Department liaise regularly with the Tutor to the Choristers and the College's Informator Choristarum about the musical development of the choristers and their participation in the musical life of the school

Academic standards are high. In 2024, 42% of GCSE grades were Grade 9 and 75% were Grades 9-8. In the same year, 50% of A Level grades were A\* and 75% were A\*-A. Every year a number of pupils go on to university to read Music and a number of pupils gain organ and choral scholarships to Oxbridge colleges each year.

There are over 35 ensembles, which run each week and approximately 70 concerts given each year, ranging from informal Teatime Concerts to high-profile choral and orchestral concerts in The Sheldonian Theatre and other venues in the city of Oxford. Ensembles include:

- Four orchestras (including one String Orchestra and one Junior School Orchestra)
- Six choirs (including close harmony groups)
- Wind / Brass / Percussion / Guitar Ensembles
- Two Jazz Bands
- Numerous chamber groups

The department regularly takes pupils on tour to Europe, the most recent being to France in 2024.

## The Candidate

We are looking for a charismatic musician who can teach the flute to pupils throughout the school. The successful candidate will have:

- a keen interest in the welfare of pupils and show clear commitment to safeguarding children;
- to be a well-qualified graduate of Music or a related discipline;
- demonstrable expertise and mastery of the flute, with a strong background in performance and pedagogy;
- proven experience in teaching the flute to students of different ages and skill levels, preferably within a school setting;
- excellent verbal and written communication skills, with the ability to convey musical concepts effectively to students, parents, and colleagues;
- a genuine passion for teaching and a commitment to the musical development of students;
- ability to establish a supportive and nurturing learning environment, where students feel comfortable and motivated to explore and develop their musical abilities;
- flexibility to tailor teaching approaches to suit individual students' needs and learning styles;
- willingness to collaborate with other music teachers and

participate in departmental activities, such as ensemble rehearsals and performances;

- ability to plan and organise lessons effectively, including selecting appropriate repertoire and resources for students;
- demonstrated commitment to ongoing professional growth and development in the field of music education

The Teacher of Flute will report to the Director of Music, and ultimately to the Master, for the proper discharge of his or her duties.



# Life in Oxford

Located at Magdalen Bridge, with views toward both the city centre and east Oxford, MCS is close to a wealth of cultural, entertainment, and educational venues.

## The City

Oxford, renowned as one of the world's most prestigious university cities, has a rich history dating back over a thousand years. Established in the early medieval period, the city grew around its strategic location on the River Thames, which facilitated trade and transportation. By the 12th century, it became an educational hub with the founding of the University of Oxford, the oldest university in the English-speaking world.

With its blend of ancient and modern, there is an abundance of activities to enjoy. Whether visiting one of the many historic buildings, colleges, or museums, dining in a restaurant, attending a performance, or exploring local boutiques, Oxford offers a diverse array of experiences for all interests.

## The University

MCS shares many links with the University. Staff can enjoy free entry to the Oxford Botanic Garden and Harcourt Arboretum, watch our choristers perform evensong in Magdalen College Chapel, or use the University sports facilities on Iffley Road.

During the university's full term, Oxford buzzes with activity, hosting numerous talks, performances, fixtures, events, and celebrations throughout the academic year.

## The Arts

Oxford is celebrated not only for its academic heritage but also for its vibrant cultural scene. The Ashmolean Museum, the oldest public museum in the UK, showcases art and archaeology from around the globe. The city's theatres, such as the Oxford Playhouse, offer a range of performances, while the annual Oxford Literary Festival attracts renowned authors and literary enthusiasts alike.

In June and July, the School hosts the Oxford Festival of the Arts, a multidisciplinary festival featuring events across the city. Each year, it offers a broad programme that embraces music, theatre, talks, comedy, film, literature, dance, art, photography, and more. OFA celebrates Oxford's diverse communities, offering something for everyone, regardless of age, background, or artistic experience. The festival's success is evident in its ability to attract nationally and internationally renowned artists

and performers, while also serving as an incubator for new works and arts-based initiatives.

## Accommodation and transport

Oxford offers a wide range of accommodation options to suit various preferences and budgets. While many colleagues live in the city, a significant number choose to reside in surrounding villages and towns, which provide easy access to Oxford. Commuters benefit from an extensive bus network and park-and-ride services, and the school is well connected by dedicated cycle lanes from all directions. Additionally, Oxford's excellent rail links make it easy to reach London in just under an hour.





# Partnerships and Professional Development

## Partnerships

We aim to equip our pupils to make a positive and lasting contribution to their communities, both now and in the future.

Each year, the school coordinates and hosts a wide range of partnership projects and events, professional development meetings for fellow teachers, and academic, cultural, and sporting enrichment opportunities for local children. Key elements of this extensive programme include *The Bridge*, a Saturday school for Year 5 and 6 children; an academic extension programme in a range of science and humanities subjects; monthly partnership activity days; and weekly in-school extension classes in mathematics. In all these areas, we aim to support our community by fostering connections between people and by bringing them together in enriching, collaborative activities.

## Community Service Organisation (CSO)

Through the school's Community Service Organisation (CSO), Lower Sixth pupils spend one afternoon each week volunteering in the community. Collectively, they volunteer over 7,500 hours each year. The placements vary, offering each pupil an opportunity to discover something that captures their imagination. Activities range from mentoring primary school pupils in Maths and English, running language clubs, providing

reading support, producing artwork for the walls of local hospitals, performing concerts in schools and care homes, to running practical science workshops in our teaching labs. Each year, a number of pupils choose to continue volunteering at their placements beyond the end of Lower Sixth.

## Charity

Charity plays an increasingly important role in school life at MCS. Each year, the school votes to select a local charity to support, alongside our partnership school in Uganda, and every year group participates in fundraising activities.

The school's charity committee organises regular events to raise money and increase engagement across the school. Numerous staff and students take the initiative to hold their own fundraising efforts, from sponsored marathons and long-distance cycle rides to staff concerts, pupil-led talent shows, and House quizzes.

## Professional Development

The school places a significant emphasis on the professional development of all staff. A half-termly CPD & Teaching Newsletter is distributed by email, which aims to highlight educational research and practical ideas, to share ideas from courses and conferences attended, to offer guidance on opportunities for CPD, and to highlight the work of colleagues in

the area of teaching and learning. All colleagues are encouraged to attend at least one external CPD course each year, and also to visit another school, place of work or university, where appropriate. The Teaching and Learning Group meets before school twice per half term. Its purpose is to consider developments in educational research, to facilitate discussion of teaching and learning, to offer a forum for the sharing of good teaching practice, and to support colleagues in experimenting with new teaching techniques.

## Early Career Teachers (ECTs) and the Waynfilete Teaching Certificate

The School has well-established procedures to support ECTs and is the regional hub for ISTIP ECT induction. The School also aims to offer teaching staff joining the school without a teaching qualification the opportunity to develop their teaching craft and reflect on their professional practice through a structured programme of training and support. For such colleagues, the school offers the Waynfilete Teaching Certificate, which may ultimately lead to Qualified Teacher Status through the Assessment Only route offered by the University of Reading.









# Application Process

Candidates wanting to apply to this vacancy should complete and submit the online application form no later than Midday on Monday 16<sup>th</sup> June 2025.

## Documentation

Candidates should submit their application form via the website. Click [here](#)

The complete application should be submitted no later than Monday 16<sup>th</sup> June, at midday; early applications are highly encouraged.

## References

References may be taken up in advance. If you do not wish for your references to be called for at this stage, please make that clear on the reference section of the application form.

## Interviews

We anticipate holding interviews in the week commencing 23<sup>rd</sup> June, which will include a taught lesson. We will be in contact with shortlisted candidates by telephone.

Please be aware that all shortlisted candidates will be requested to complete a 'Self-Disclosure' form before attending their interview.

We reserve the right to interview and appoint before the above dates.

## Equal Opportunities

Magdalen College School recognises and is committed to ensuring applicants and employees from all sections of the community are treated equally regardless of race, gender, disability, age, sexual orientation, religion or belief, gender reassignment, marital and civil partnership status, or pregnancy and maternity. We welcome applications from all sections of the community.

## Safeguarding Policy

Magdalen College School is committed to the safeguarding of pupils, and any offer of employment will be subject to an enhanced DBS disclosure, the receipt of satisfactory references, the school's pre-employment medical questionnaire, plus sight of relevant ID documentation and degree certificate(s). The enhanced DBS check is due to this role being exempt from the Rehabilitation of Offenders Act 1974.



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INDEPENDENT DAY SCHOOL  
BOYS 7-18 & SIXTH FORM GIRLS

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