

## **Culture and Libraries**

### **Instrumental Teacher Job Description and Person Specification**

## Job Description

<b>Job Title:</b>	Instrumental Teacher
<b>Service Area:</b>	Culture and Libraries
<b>Team:</b>	Music Service
<b>Grade:</b>	Depending on Experience
<b>Hours/weeks:</b>	Depending on Service needs
<b>Base location:</b>	John Savage Centre and various locations across the London Borough of Redbridge
<b>Reports to:</b>	Head of Music
<b>Responsible for:</b>	No direct line management but may be responsible for the supervision of trainee and work placement employees on occasion
<b>Role purpose and role dimensions:</b>	To provide instrumental or vocal tuition in a variety of settings including individual, group and whole class lessons. Where appropriate, to direct ensembles, lead after school activities and contribute to performances and events put on by schools and the music service.
<b>Key external contacts:</b>	Families and Schools in the London Borough of Redbridge.
<b>Key internal contacts:</b>	The Leadership and support teams at the Music Service. Teachers in schools and at the Music Centre. Other departments within Vision RCL and London Borough of Redbridge.
<b>Financial dimensions:</b>	To ensure that all instruments and equipment which is the responsibility of the Music service or schools is taken care of. To ensure that schools get value for money from the service by ensuring that sufficient pupils are recruited and that efficient use is made of time purchased by schools.
<b>Key areas for decision making:</b>	Curriculum content, signposting pupils and families to appropriate extension activities, assessment and reporting on progress of pupils.
<b>Other considerations:</b>	The music service operates mostly during term times but some evening and regular Saturday work may be required.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
<b>Teaching individual and group lessons in schools.</b>	<p><b>This will involve:</b> Using the Music Services resources to ensure that effective lessons are planned and delivered and that pupils are supported to reach their musical potential. Using the music service's assessment procedure including internal exams and contributing to the process for pupils of colleagues.</p>
<b>Contributing where appropriate to the WCET programme.</b>	<p><b>This will involve:</b> Working alongside another instrumental teacher and / or member of the school staff to provide whole class instrumental lessons.</p>

<p><b>Contributing to out of school music making.</b></p>	<p><b>This will involve:</b>  The Redbridge Music service operates all weekdays, evenings and Saturday mornings and provides over 40 performances over the year. Opportunities can arise to be involved in teaching more advanced pupils at the Music School, leading after school instrumental clubs or directing ensembles.</p>
<p><b>Keeping appropriate records and being able to communicate them to the music service, schools and families.</b></p>	<p><b>This will involve:</b>  Keeping accurate registers, updating pupils practice books, writing annual reports to parents and being able to work with school music teachers to report on the progress and abilities of pupils.</p>
<p><b>Attending meetings and training at the Music Service and keeping in touch with your line manager.</b></p>	<p><b>This will involve:</b>  Taking responsibility for your own development as a teacher. Attending meetings and INSET days organised by the music service or if these take place on a day when you are unavailable agreeing with your line manager how you will keep up to date with your CPD. ( continuing professional development)</p>

### **General accountabilities and responsibilities**

The above mentioned duties are neither exclusive nor exhaustive. From time to time the post holder will be expected to undertake any other responsibilities commensurate with the grade and post

#### **The job holder will be also expected to:**

To adopt Vision's Values and personal charter

Contribute to deliver Vision's Sustainability Strategy

Comply with GDPR legislation and Vision's Code of Conduct and maintain a high standard of personal conduct, including, honesty and integrity.

Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. A DBS will be required for all regulated positions.

Committed to fostering a positive and inclusive culture and upholding our values to build a diverse and inclusive workforce which is reflected in the services we provide within our communities

Provide customer service excellence

Responsible for own Health and Safety, those of your colleagues and service users

## Person Specification

<b>Job Title</b>	<b>Instrumental Teacher</b>	
Method of candidate assessment: A = Application Form    I = Interview    T= Test Weighting: Essential (E) - Desirable (D)		
<b>Disability Confident:</b> We guarantee an interview for anyone who has a disability as defined in the Equality Act 2010 and who meets “ <b>Essential</b> ” as a minimum job weighting criteria.		
<b>Selection Criteria</b>	<b>A - I</b>	<b>Weighting (E or D)</b>
<b>Education and Qualifications:</b>  Music Degree or Equivalent	A-I	E
<b>Experience:</b>  An understanding of the needs of a range of learners in music including those who aspire to a career in performance.  Ability to empathise with colleagues in school and to negotiate effective timetables and processes for ensuring instrumental teaching works alongside the school curriculum.  Experience in the wider work of the Music Service and where appropriate contributing to events and projects.	A-I  A-I  A-I	D  D  D
<b>Skills:</b>  Good musical skills, Effective oral and written communication.  Good IT skills including knowledge of the role of music technology in instrumental lessons.  High level of performance on your main instrument.  Being punctual and well prepared for lessons and ensuring schools and families receive a consistent service.  Ability to adapt and seek positive opportunities in the changing landscape of education.	A-I  A-I  A-I  A-I  A-I	D  D  E  D  D
<b>Knowledge:</b>  Good Knowledge of the technical demands of any instrument you are competent to teach.  Good knowledge of musical pedagogy including the effective teaching of musicianship, sight reading and improvisation.  Good knowledge of the National Curriculum for Music and the expectations of the National Plan for Music Education.	A-I  A-I  A-I	E  E  D

<p>Knowledge and experience of the role that the arts and culture can contribute to developing a cohesive community, particularly in an area with a diverse and transient population.</p> <p>Knowledge and/or experience of how pupils with additional needs and a variety of cultural backgrounds can be supported to access music education.</p>	<p>A-I</p> <p>A-I</p>	<p>D</p> <p>D</p>
<p><b>Other job requirements:</b></p> <p>Ability to report to parents, schools and colleagues about opportunities, challenges and expectations of your pupils.</p>	<p>A-I</p>	<p>D</p>