



## **Culture and Libraries**

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

## Job Description

<b>Job Title:</b>	Instrumental Teacher
<b>Service Area:</b>	Music and Drama
<b>Function:</b>	To teach Music in schools and at the Music Centre.
<b>Team:</b>	Music Service
<b>Post number:</b>	
<b>Grade:</b>	
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	NA
<b>Base location:</b>	John Savage Centre, Fencepiece Road, Hainault, Ilford, IG6 2NB
<b>Reports to:</b> <i>Job title</i>	Head of Department.
<b>Responsible for:</b> <i>Job titles of direct reports</i>	
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	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> <i>Organisations</i>	Families and schools in Redbridge.
<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	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> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	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.

<p><b>Other considerations:</b> <i>E.g. working patterns</i></p>	<p>The music service operates mostly during term times but some evening and regular Saturday work may be required.</p>
--	--

<p><b>Key accountabilities and result areas:</b></p>	<p><b>Key elements:</b></p>
<p><b>Teaching individual and group lessons in schools.</b></p>	<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>
<p><b>Contributing where appropriate to the WCET programme.</b></p>	<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>

<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Company/Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Company/Council's databases and systems. Any breaches could result in disciplinary measures.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the requirements of Company policies and procedures, including Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Company will require a DBS Disclosure check and references will be taken up prior to interview.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Company/Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote all relevant policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services, ensuring Vision's values and embraced and adopted</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management. Undertake appropriate risk assessments for all operations and activities.</li> </ul>

<p><b>To contribute as an effective and collaborative member of the team</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>▪ Attending staff meetings and training and being available to take part in one of projects where appropriate.</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<p><b>Flexibility</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your grading level and competence.</li> </ul>

## Person Specification

Post Number:		Job Title:					
<i>Method of candidate assessment: A = Application form I = Interview T = Test.</i>					<b>A</b>	<b>I</b>	<b>T</b>
<b>Minimum education/ qualifications:</b>	Music Degree or equivalent.			X			
<b>Minimum experience/ knowledge/ skills:</b>	<p>High level of performance on your main instrument and a good knowledge of the technical demands of any instrument you are competent to teach.</p> <p>Good knowledge of musical pedagogy including the effective teaching of musicianship, sight reading and improvisation.</p> <p>Good knowledge of the National Curriculum for Music and the expectations of the National Plan for Music Education.</p> <p>An understanding of the needs of a range of learners in music including those who aspire to a career in performance.</p>			X	X		
<b>Minimum competencies:</b> <i>Customer focus</i>	Ability to empathise with colleagues in school and to negotiate effective timetables and processes for ensuring instrumental teaching works alongside the school curriculum.			x	x		
<i>Communicating and influencing</i>	Ability to report to parents, schools and colleagues about opportunities, challenges and expectations of your pupils.			x	x		
<i>Building relationships, working together and in partnership</i>	Being interested in the wider work of the Music Service and where appropriate contributing to events and projects.			X	X		
<i>Respecting &amp; implementing diversity</i>	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.			X	X		
	Knowledge and/or experience of how pupils with additional needs and a variety of cultural backgrounds can be supported to access music education.			X	X		
<i>Planning, organising &amp; achieving results</i>	Being punctual and well prepared for lessons and ensuring schools and families receive a consistent service.			x	x		
<i>Embracing change</i>	Ability to adapt and seek positive opportunities in the changing landscape of education.				x		

<b>For those with managerial responsibility</b> <i>Leadership</i>			x	
<i>Managing and developing people</i>		X	x	
<b>Technical competencies:</b>	Good musical skills, Effective oral and written communication. Good IT skills including knowledge of the role of music technology in instrumental lessons.	x	x	
<b>Special conditions:</b>				
<b>Signature of Employee:</b>	<b>Name:</b>	<b>Date:</b>		