

## Person Specification

### *Self Employed Teacher*

All the following requirements are essential unless otherwise indicated by \*

Your ability to meet the job requirements will initially be assessed by the information provided on your application but further assessment will be undertaken at interview and, in some cases, by using other types of assessment(s).

<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Music Degree*</li> <li>• 5 GCSEs grades A-C (including Maths and English)</li> </ul>
<p><b>Skills and Competencies</b></p> <ul style="list-style-type: none"> <li>• A high level of proficiency in your area of specialism (for example music technology, instrumental or song-writing)</li> <li>• Ability to plan and deliver high-quality learning experiences to engage and progress a wide range of pupils, musically, personally and socially</li> <li>• Ability to create a safe learning environment, and to communicate effectively to build positive relationships with a range of pupils and colleagues</li> <li>• Ability to relate and listen to a range of young people to plan activities that respond to their interests and needs</li> <li>• Strategies for managing learning in groups: how to 'read the room' and create learning that offers a level of challenge and independence appropriate to age, ability, capacity and context</li> <li>• An ability to reflect on, refine and develop teaching practice*</li> <li>• An ability to work flexibly, responsively and calmly under pressure*</li> <li>• Emotional intelligence: understanding of how music can benefit the whole child/community*</li> <li>• Ability to encourage independent learning across a variety of genres*</li> </ul>
<p><b>Knowledge &amp; Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of learning, creating, performing or facilitating music at a high level</li> <li>• Understanding of benefits of different ways of learning music</li> <li>• Understanding of the barriers that young people may face to making music</li> <li>• Understanding of how learning music supports personal and social development</li> <li>• Understanding of what motivates young people to learn</li> <li>• Experience of rising to a challenge, and knowledge of when and how to seek support</li> <li>• An interest to deliver a child-centred learning experience which values and responds to the needs and interests of individuals, within and beyond your musical specialism</li> <li>• Experience of teaching or facilitating learning/development in a range of settings, which may include school, youth or community settings*</li> <li>• Experience of helping others to develop musically, personally or socially*</li> <li>• Knowledge of how to adapt teaching to the interests, needs, and learning styles of a wide range of children and young people*</li> <li>• Experience of developing and adapting resources to respond to learners' interest and needs*</li> <li>• Awareness and appreciation of the educational value of a diverse range of musical genres and practices*</li> </ul>

**Other essential requirements**

- Commitment to equality and diversity
- Commitment to health and safety
- Display the LCC values and behaviours at all times and actively promote them in others