

Role Profile

Part A - Grade & Structure Information

Job Family Codemusic	9T	Role Title	Whole Class Ensemble Teacher
Grade	ALT	Reports to (role title)	Area Manager, Deputy Area Manager or Team Support Teacher
		Directorate / School	Customer and Communities, Cultural Services
JE Band	314-370	Service / Department	Surrey Arts
		Team	Area Teams
		Date Role Profile was created	May-22

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>To teach a range of progressive music skills enabling a young person to learn, in an enjoyable way, to play an instrument, to sing, rap or use music technology, through teaching whole classes, across a range of musical genres and traditions.</p> <p>To observe all Surrey Arts policies in the Surrey Arts Teachers Handbook and other policies as required, including those relating to Equity, Diversity and Inclusion, Health and Safety and Safeguarding; to promote and safeguard the welfare of children and young people, with a mandatory responsibility to report any identified concerns to the relevant professional bodies.</p>
Work Context	<p>Most teachers will be based in one of four geographic areas of Surrey but may be required to teach in a neighbouring area. The role will involve travelling to and between schools. Ability to travel is essential; outside of larger towns, the role holder will usually require access to a car.</p> <p>As well as receiving direction from the Surrey Arts Area Managers and Deputy Area Managers, the role holder will need to have regard to instructions and requests from the schools and settings where they teach. Running to timetables, ensuring efficient lesson turnarounds and allowing enough time to arrive at each site are essential behaviours.</p>
Line management responsibility if applicable	None
Budget responsibility if applicable	None

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Support Delivery & Service Development</p> <ul style="list-style-type: none"> • Develop learners' confidence and self-esteem and where appropriate, facilitate the integration of learners with additional needs, learning difficulty or disability. • Provide pre and post course information and advice to enable learners to enrol with confidence knowing that the course will be appropriate for their needs. • If allocated, direct, train and advise course learning assistants, models and volunteers to ensure that learners gain maximum benefit from the team approach to learning. • Actively promote the service to the local community to ensure a viable service. • Actively monitor attendance and retention to ensure learner achievement. • Evaluate the quality of the teaching and learning experience. • Ensure all learners are accessing appropriate learning to enable them to achieve the appropriate standard and pass end point assessment in a timely manner (where required). <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan teaching activities for months ahead using curriculum guidelines or other programmes of study to ensure structured lessons. • Set learning objectives/targets for individuals/groups, including preparing learners for examinations as a measure of learner progress. • Plan and prioritise own work activities for the months ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. • Plan and design structured teaching programme using curriculum guidelines. • Develop curriculum materials and other resources and/or documentation. • Support and advise tutors with their planning, delivery sourcing of materials, quality improvement, risk assessment and evaluation of courses, within a specific area of programme delivery (for some roles). <p>Work with others</p> <ul style="list-style-type: none"> • May direct, train and advise support staff to ensure learners gain maximum benefits and a high standard of learning is maintained. • May require to supervise work of more junior staff. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour, health and safety in accordance with relevant reporting procedures. • Communicate and liaise with learners, colleagues and/or external contacts, representing the team/service as required. • Input as required to the development of strategies and policies. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. <p>Finance /Resource Management</p> <ul style="list-style-type: none"> • Ensure that courses and programmes are delivered within allocated resources and assist with budget/resource management in accordance with council policies and procedures. • May have delegated responsibility for budget(s) or equipment. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Evaluate the quality of the teaching and learning experience in order to maintain standards. • Assess and keep a record of individual progress and progress of groups and to report on learner progress and achievement. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: Responsible for ensuring health and safety policies, procedures and legislation are implemented, communicated and managed including making sure that health and safety responsibilities are fully understood and carried out by employees within their service areas.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children/adult learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
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Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> •• Recognised degree in teaching subject or advanced vocational qualifications at Level 5 and/or relevant professional qualifications and specialist experience. • Authoritative knowledge of current teaching methods, including functional skills associated with course subject and current initiatives. • Demonstrable teaching subject knowledge, including ability to assess individual needs and development. • Knowledge of relevant curriculum. • Ability to work as part of a team. • Ability to work under pressure and to tight deadlines. • Sound understanding of subject matter, legislation, principles and practices relevant to the technical area. • Competence in a range of IT tools. • Sound administrative skills, including record keeping. • Ability to work on own initiative, with solution focused problem solving skills. • Proven written and oral communication with the ability to engage and work in collaboration with others. • Experience of working in education/training sector in schools or community settings and with learners with a wide range of abilities. • Excellent interpersonal and communication skills • Good level of planning and organisational skills, with proven ability to meet targets. • Ability to work under pressure and to tight deadlines. • Experience of delivering training / assessment in the work place. • Proven knowledge of effective methods to support tutors in delivering learning to adults / children (for some roles).
Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>This role requires:</p> <ul style="list-style-type: none"> - A high level of proficiency in your area of specialism, e.g. instrumental, vocal or music technology, demonstrated by a degree level qualification, or equivalent experience in your field of practice - Recent experience of working with children and young people from a range of backgrounds in UK schools and/or youth and community settings, creating learning that offers a level of challenge and independence appropriate to age, ability, capacity, and context - Experience of managing learning for larger groups, or a demonstrable willingness to acquire whole class teaching skills - Experience of planning teaching to meet the interests, needs, and learning styles of a wide range of children and young people, including those who may face barriers to accessing music education - Experience of teaching a range of musical genres and/or learning styles, or a demonstrable willingness to diversify your approach - Experience of creating a safe learning environment - Experience of building positive relationships with a range of children, young people and colleagues - A demonstrable commitment to reflective practice and continuing professional development <p>A satisfactory enhanced DBS is required for this role.</p>
Role Summary	<p>Roles at this level lead on individual and/or whole class teaching. They lead on research, sourcing and preparation. They plan teaching activities using curriculum guidelines, set group objectives and teach during the day or evenings. They will have a fair degree of autonomy and work closely with a range of stakeholders. Forward planning could be for months ahead and the role will contribute to longer-term development.</p>
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