

Role Profile

Part A - Grade & Structure Information

Job Family Code	7T	Role Title	Peripatetic Instrumental/Vocal Teacher
Grade	ALS	Reports to (role title)	Area Manager, Deputy Area Manager or Team Support Teacher
		Directorate / School	Customer and Communities, Cultural Services
JE Band	228-268	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 to individuals, small or larger groups, and across a range of musical genres and traditions. 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.</p> <p>To observe all Surrey Arts policies in the Surrey Arts Teachers Handbook, and other policies as directed, 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, and/or being based in an Area Centre or satellite centre. 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</p> <p>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. • Promote continuing tuition to ensure learner achievement. • Monitor procedures in order to maintain standards. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the weeks ahead. Respond effectively to changing demands, adjusting priorities as needed. • Plan and design structured tuition using curriculum guidelines and contribute to curriculum development. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others. • 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. <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. • Complete and maintain all required paperwork necessary for the programme and to meet any external awarding body requirements. • Mark any formally assessed work and evidence all assessment carried out. <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: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required., Adherence to safe working under the health and safety policy is required.</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"> • Knowledge of relevant teaching area including, where appropriate, relevant practical skills and relevant teaching qualifications at Level 3 or 4. • For some roles a degree may be required or equivalent professional qualification or significant experience in subject in which teaching is to be undertaken. • Knowledge of current teaching methods, including functional skills associated with course subject. • Demonstrable quality adult/children teaching skills, including ability to assess individual needs and development. • Proven knowledge of assessment techniques suitable for non-accredited programmes (for some roles). • Good written and oral communication skills with the ability to build sound relationships with learners. • Ability to work as part of a team. • Sound administrative skills, including record keeping. • Good organisational skills. • Competence in a range of IT tools. • Experience of working in education/training sector.
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, eg. 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 small or larger groups, or a demonstrable willingness to acquire group 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 teach individuals, class or small groups. They will plan learning activities and set individual learning objectives. They will assess work and record accreditations and/or progress monitoring.</p>
Reference Number	<p>BM-2022-333</p>