

LINCOLNSHIRE COUNTY COUNCIL

MUSIC SERVICE

JOB DESCRIPTION

<u>Post Title:</u>	Instrumental Tutor
<u>Conditions of Service:</u>	NJC Conditions of Service
<u>Grade:</u>	Music Service Scale 1-6 (max £33,400 FTE)
<u>Responsible to:</u>	Partnership Manager
<u>Responsible for:</u>	No line-management responsibilities are required. Meeting the music education needs of pupils and schools within Lincolnshire.

Qualifications and Experience: (Person Specification)

Essential	Desirable
<ul style="list-style-type: none">• High standard of personal performance on main instrument• Evidence of proficient teaching skills• Willingness to teach in groups when appropriate• Willingness and ability to travel to schools	<ul style="list-style-type: none">• QTS• Appropriate formal qualification• Teaching or performing diploma• Teaching experience• Ability and willingness to teach a second instrument• Willingness to direct ensembles• Willingness to teach in large groups / whole classes

Regular Contacts: - schools, pupils, parents, colleagues in Music Service and other outside agencies.

Key Tasks: To deliver music tuition in accordance with the standards published.
To undertake other duties commensurate with the grade as may be determined from time to time within the general scope of the post; duties and responsibilities outside the general scope of the post will be required only with the agreement of the post-holder.

Special Conditions

Travel expenses will be paid from first school to last school in a day.
Where applicable, travel time will be paid from first school to last school in a day.

Standards for Music Service Tutors:

Professional Values and Practice

- a) - have high expectations of their pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising educational achievement and student learning.
- b) - communicate sensitively and effectively with parents and carers at all times, recognising their roles in pupils' learning, and their rights, responsibilities and interests.
- c) - contribute to, and share responsibility in, the corporate life of the Service and schools, and understand the contribution that other professionals make to teaching and learning, including classroom teachers and support staff.
- d) - take responsibility for their own professional development and use the outcomes to improve their teaching and their pupils' learning.

Knowledge and Understanding

- a) - have a secure and up-to-date knowledge and understanding of their subject, including and necessary practical skills and to maintain an appropriate programme for learning for their pupils that recognises and supports the National Curriculum, the practical elements of GCSE, AS/A2 and vocational examinations.
- b) - understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- c) - incorporate digital technology effectively in their teaching wherever possible.
- d) - have a range of strategies to deliver a purposeful learning environment and promote good behaviour.
- e) - have knowledge of and comply with professional regulations including health and safety and child protection.

Teaching – planning and expectations

- a) - have high expectations of each pupil and differentiate teaching to meet all pupil's needs, particularly where student's are of mixed ability, providing pupils with practice strategies to extend work in lessons and encourage pupils to make music independently.
- b) - be able to teach to the expected knowledge, understanding and skills relevant to each pupil using written schemes of learning and adopting differentiated approaches appropriate for the age, aptitude and attainment of all pupils. Teaching to be geared to group work, but also applicable to individual pupils.
- c) - select and prepare resources, including repertoire and activities, taking into account the interests, language and cultural background of pupils.
- d) - use a range of strategies, including conducting techniques where appropriate, to promote good ensemble playing in lessons and larger groups.
- e) - where appropriate, take part in, and contribute to teaching in teams and plan work in collaboration with classroom teachers.
- f) - plan and deliver broad and balanced programmes of study that promote and develop musical playing, aural understanding and singing.

Teaching - monitoring and assessing

- a) - make appropriate use of the Service's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and standards, and use this information to improve personal planning and teaching.

- b) - monitor and assess as they teach, giving immediate and constructive feedback to support pupils' learning and offer demonstration as necessary. They should endeavour to involve pupils in reflecting on, evaluating and improving their own performance and that of others.
- c) - identify and provide additional support for pupils identified as gifted and talented, or who are failing to achieve their potential in learning.
- d) - to be able to use records as a basis for annual written reports and two parent's evenings.
- e) - use practice notebooks/diaries/record keeping as appropriate to set homework and enhance communication with families/carers.

Teaching - management of pupils

- a) - set learning objectives that are clear to each pupil at the outset of the lesson
- b) - allows active learning to take place enabling pupils to think independently and enabling them to manage their own learning
- c) - ensure their lessons account for the varying interests, experiences and achievements of students, particularly those from different cultural and ethnic groups.
- d) - organise and manage teaching and learning time effectively.
- e) - organise and manage the physical teaching space, instruments and music safely and effectively.
- f) - collaborate with, and where appropriate work alongside, classroom teachers and other colleagues to enhance pupils' learning.
- g) - recognise and respond effectively to equal opportunities issues as they arise in their teaching, following relevant policies and procedures of the music service and schools in which they teach.

Wider Professional Effectiveness and Promotion of the Service

- a) - be accountable for any equipment and resources placed in their charge
- b) - take an active role in the Service's "performance management" strategy
- c) - be aware of and adhere to all current Service policies
- d) - retain a vehicle and ability to drive, or make alternative means to fulfil their teaching obligation
- e) - maintain an awareness of how their work fits into broader musical contexts of the service, school and community, and help ensure the Service maintains its commercial base within Lincolnshire both in schools and through its music centres and courses, recognising the need for the Service to sustain commercial viability.
- f) - make an active contribution to the policies and aspirations of the music service and the schools in which they teach to promote the study of instrumental and vocal tuition and retain business links.
- g) - assist with auditioning processes and tutor and direct county/centre groups as required
- h) - perform in various ensembles providing concerts/workshops as required.
- i) - contribute to music service and school activities that are arranged to promote the progress of their pupils, including report writing, parents' evenings and performing opportunities.
- j) - above all challenge and support all pupils to do their best through:
 - inspiring trust and confidence
 - motivating learners to achieve their potential in all aspects of music making
 - their commitment to working in a team
 - their analytical and reflective thinking
 - their positive action to improve the quality of pupils' learning and the quality of their teaching
- k) - any other duties that may reasonably requested of them in their role as an instrumental/vocal teacher