

Music Tutor



Job description and person specification

Pay range/hours:	Circa £30 per hour, depending on duties Permanent, variable hours contract
Reports to:	Programme Leader / Head of Education
Summary of Post <p>To contribute to the work of the Music Service and Music Education Hub in accordance with the broad policies and practices of Music Education in the West of England, specifically to:</p> <ul style="list-style-type: none">○ Deliver inclusive and accessible tuition on a musical discipline or disciplines to classes, groups of learners, or individuals, including regular reporting on progress.○ To work, if required, at Music Centres and other out of school activities, assisting with, and leading, ensembles.○ Work with the management and business teams in organising, planning and providing teaching that results in the highest possible standards of musical achievement for all.	
Job Context <p>West of England Music Ltd provides music education in- and out-of-school for children and young people in Bath and North East Somerset, North Somerset and South Gloucestershire. As the trading arm of West of England Music and Arts, a charity funded by government as the Music Hub for the region, we work with all schools, delivering around 50,000 hours of activity with young people every year.</p> <p>For young people, these services include tuition in schools, bands and ensembles at our music centres, singing and curriculum enrichment activities, access to performances and large-scale events, programmes for vulnerable children and those in challenging circumstances. These are delivered by our team of c. 140 tutors, visiting professionals and through our network of regional and national partners.</p> <p>Our Music Therapy team works in schools and community settings to provide therapeutic interventions for the most vulnerable young people and adults. Our team of therapists also support the wider mental health and wellbeing agenda in, and outside, school.</p> <p>We support school pupils and staff through a range of CPD and delivered programmes, including singing, world music workshops, networking and training for school staff and collaborative events.</p> <p>Our vision is driven by innovation and creativity, ensuring we meet the needs and aspirations of every young person, their school and community. We have a focus on inclusion, making sure everyone can access music to support their pathway through music and make life-changing contributions to their development. Our aspiration is that every child, young person and adult should be able to access broad, stimulating and rewarding musical interventions which transform their life aspirations.</p>	
Main Duties	

1. To teach music to individuals, small groups and possibly whole class groups, providing expert advice and guidance for the school in the teaching of music, ensuring the highest possible standard of achievement for all.
2. To deliver a structured, progressive, inspiring and challenging curriculum to all pupils, using materials offered or agreed by the management team.
3. Working with the Service's Business and Management teams, school contacts, parents and service IT systems to administer lessons
4. To contribute to wider activities such as pupil performances and recruitment in and outside schools, festivals, music centre activities and workshops in agreement with line managers
5. To act as the first point of contact for the school on day-to-day matters and to act to resolve difficulties in the first instance wherever possible.
6. To take responsibility for pupils when delivering music teaching, ensuring the highest standards in safeguarding and care for young people and vulnerable adults.
7. To promote inclusion and access for all, adapting teaching methods and styles appropriately so that all can succeed.
8. To attend staff meetings and seek continual professional development in all matters affecting work.
9. To be aware of and implement school policies and to actively promote the agreed aims and vision of the school.
10. To follow Music Service guidelines in line with additional requirements from the school.
11. To adhere to the Music Service code of conduct at all times.
12. To promote the Music Service to enhance students' musical opportunities.

Delivering lessons to pupils

13. To use clearly structured and challenging learning activities which interest and motivate pupils, advancing their independence as learners.
14. Communicate effectively and sensitively with pupils and parents to support their learning.
15. Promote and support the inclusion of all pupils in the learning activities in which they are involved, delivering lessons that are tailored to the needs and aspirations of pupils and responding appropriately to their needs.
16. Use behaviour management strategies, in line with schools' policies and procedures, which contribute to a purposeful learning environment.
17. Where relevant, guide the work of other adults supporting teaching and learning in the music lesson.

18. Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and challenging bullying or harassment, following relevant policies and procedures.

Reporting on the attendance and development

19. Monitor pupils' participation and progress, providing feedback to parents/carers and others
20. Using Service IT systems to register pupil attendance and attainment
21. Contribute to maintaining and analysing records of pupils' progress

Additional duties of Music Centre Tutor activity

The tutor assists with the running of an Ensemble, under the direction of a Lead Tutor.

1. Tutors are required to assist conductors/directors as reasonably requested. Such reasonable requests may include:
 - 1.1. Assisting with the preparation of the rehearsal/performance space. This may include moving chairs, putting up music stands, organising percussion instruments etc.
 - 1.2. Distributing/collecting music.
 - 1.3. Assisting with or taking the register.
 - 1.4. Tuning or assisting with the tuning of an ensemble.
 - 1.5. Assisting players as necessary to help them learn and understand their part in the ensemble. This may involve playing along with a section or individual.
 - 1.6. Conducting the ensemble briefly to allow the conductor to complete other duties
 - 1.7. Lead, but not plan, break-out sessions where required
 - 1.8. Assisting with the packing away of music stands, chairs and equipment, tidying the venue and supervising the dismissal of members.
2. Tutors will assist with the general running of concerts and performances as required. This may include supervising performers, tuning ensembles and setting the stage.
3. Tutors may be required to direct sectional or group rehearsals either regularly or on an occasional basis.
4. All workers are responsible for ensuring that when venues are vacated by each group, they are left in the same condition and state of tidiness as when entered.
5. All workers are responsible for maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the rehearsal venue premises and when engaged in activities such as performances elsewhere.
6. The lead person of each session is responsible for maintaining a register of attendance of pupils.

- 6.1. Registers are to be taken at the beginning of each session.
- 6.2. In the event of the venue being evacuated the session leader should take the register with them to the muster point and re-register the members.
7. At Saturday Centre venues and performance venues any discrepancies between the original registration and the re-registration must be immediately notified to the Music Centre Leader.
8. Workers will be expected to supervise members during the break times.

This is not an exhaustive list of the duties that the Tutor duties may be required to undertake, and these may be modified in consultation with the Music Service Manager.

Additional duties of Music Centre Lead Tutor activity

The lead tutor has overall responsibility for conducting/leading and developing an ensemble.

The duties of the tutor, plus:

1. Preparing repertoire and activities for their groups, ensuring a progressive, stimulating and challenging programme of activity
2. Responsible for ensuring their rehearsal space is set up and taken down as required and meets safeguarding and health and safety requirement.
3. Liaising with parents/carers and others during centre open times
4. Liaising with Business team to ensure the smooth running of their activity
5. Liaising with the Centre Leader to contribute to the wider development, innovation and smooth running of the centre and all related activity

Person Specification

Essential

1. Have achieved a degree qualification in music and/or teaching or equivalent experience. Additionally, diploma level and above standard in their first instrument, and be able to demonstrate they are still performing at this level
2. Have substantial experience working with children in an education capacity
3. Have an understanding and experience of working inclusively in diverse communities, engaging appropriately with the wide-ranging needs, abilities and aspirations of children and young people in our communities
4. Understand the statutory frameworks and best practice in safeguarding
5. Have an understanding of their specialist area to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved

6. Be familiar with the age-related expectations of pupils and the main teaching methods in relation to music tuition
7. Ability to design programmes which are meet the aspirations of pupils, setting suitably challenging and engaging outcomes.
8. Understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme
9. Aware of the statutory frameworks relevant to their role, including safeguarding, SEN, inclusion, national curriculum and exam board syllabi.
10. Know a range of strategies to establish a purposeful learning environment and to promote good behaviour
11. Be committed to own professional development and demonstrate recent and regular engagement with own CPD.
12. Hold a full driving licence and have the capacity to travel to a range of workplaces

Desirable

13. QTS or equivalent qualification
14. Competence in a second instrument
15. The ability to lead an ensemble