

# LONDON BOROUGH OF TOWER HAMLETS

## Instrumental, Vocal, Curriculum and Early Years Music Tutors

### TOWER HAMLETS ARTS & MUSIC EDUCATION SERVICE (THAMES) JOB DESCRIPTION

<b>Post Title:</b>  <b>THAMES Tutor</b>	<b>Post No.</b>	<b>Grade:</b> Spine Points 1 to 8 £22.26 to £30.68 Per Hour (dependant on qualifications and experience) <ul style="list-style-type: none"> <li>• Offer A (standard rate) – small group or whole class support teaching</li> <li>• Offer B (higher rate) - lead whole class or curriculum teaching</li> </ul>
<b>Directorate:</b> Children & Culture	<b>Division:</b> Learning & Achievement	<b>Section:</b> Tower Hamlets Arts & Music Education Service (THAMES)
<b>Responsible to:</b> Head of THAMES (Tower Hamlets Arts and Music Education Service) or nominated Managers.		
<b>Responsible for:</b> Either one, two or all of the areas of music teaching: <ul style="list-style-type: none"> <li>- teaching small group instrumental lessons</li> <li>- teaching whole class instrumental lessons as a Lead or Support tutor</li> <li>- teaching National Curriculum general classroom music</li> </ul>		

#### **Background to THAMES**

THAMES is the Lead Organisation for the Music Education Hub in Tower Hamlets and the City of London. THAMES is funded by the Arts Council England.

#### **Note about appointment as a THAMES Tutor**

Following an interview and all pre-employment checks, successful applicants will be placed on to the Panel of THAMES Music Tutors. Being placed on the Panel of Music Tutors is **not** a guarantee of work but ensures that THAMES can select tutors for teaching who are set-up by Human Resources and Payroll and cleared to teach.

If work is offered, tutors will teach individual or small group instrumental lessons to pupils; and/or act as a Support or Lead tutor in the delivery of whole class instrumental programmes; and/or deliver class music lessons in line with the Music National Curriculum requirement, THAMES policies and the Service Level Agreement (SLA) to schools in Tower Hamlets and the City of London.

## **MAIN PURPOSE OF THE JOB (Generic to all instruments)**

Teachers will contribute to the development of a forward looking Music Service which works in close parallel with the Learning & Achievement Department within the Children's Services Directorate.

### **Small Group Instrumental Lessons**

Tutors will work in schools teaching instrumental and vocal pupils in line with the Local Authority guidance on group instrumental teaching. Tutors will be expected to teach pupils in groups of no less than three or four in the beginning stages of their learning in 30 minute lessons. As pupils progress in standard group sizes may vary from school to school.

### **Support or Lead Tutor for Whole Class Instrumental Lessons**

Tutors who are engaged as support tutors on the whole class instrumental programme will be expected to work in the same way as small group instrumental tutors in the development of instrumental skills with pupils but will take a supportive role to the Lead Tutor in the delivery of work with whole classes. The 'Lead' tutor will co-ordinate the teaching dates, the direction of the lessons, report writing and all school issues with the music co-ordinator or designated school contact.

### **National Curriculum Music Teaching**

Tutors with Qualified Teacher Status (QTS), or those with equivalent and demonstrable experience, will deliver general class music lessons in schools where a specialist music teacher has been requested. General Class Music teachers will be expected to fully plan, prepare and evaluate all lessons in line with National Curriculum Requirements and to submit their planning to their school(s).

### **Generic Teaching Expectations**

THAMES Tutors will be expected to plan lessons against an appropriate Scheme of Work (supplied by THAMES), monitor and record the progress of pupils and keep records of weekly lesson plans and pupils' progress each week all in accordance with THAMES guidelines. Tutors will be expected to provide a yearly report on the progress of all pupils for each school in which they teach. When appropriate they will prepare and enter pupils for examinations. Tutors will be required to prepare and present pupils for performance opportunities at the request of the school and /or THAMES. Some lessons might include opportunities for ensemble work, as required by the school or THAMES.

### **Annual Teaching Commitment**

The majority of schools in Tower Hamlets sign up to an annual Service Level Agreement (SLA). This consists of a standard 33 lessons over the academic year which is usually based on an eleven week term. All teaching is arranged in advance with the school through mutual agreement taking into consideration school requests and specific dates to each school. Any additional hours or sessions must be arranged with the Head of THAMES and the Senior Managers. THAMES expects all tutors to be consistent and reliable in order to provide continuity and professionalism to all schools.

## **DUTIES & RESPONSIBILITIES**

THAMES Tutors will be responsible for:

1. Teaching instrumental lessons to pupils at all Key Stages in small groups of at least three/four (at the early stages of learning) per 30 minutes for small group instrumental teaching and up to 60 minutes for whole classes for tutors engaged in a support role in the Wider Opportunities programmes. All teaching is in line with the THAMES guidelines on teaching and learning and Schemes of Work;
2. Developing musical and technical skills as appropriate for the age and ability of the pupils in line with common national practice;
3. Using appropriate instrumental/vocal/National Curriculum referenced Schemes of Work, as recommended or approved by THAMES;
4. Planning, preparing and maintaining weekly lesson plans which meet the needs of all the pupils in the groups;
5. Ensuring, monitoring and recording the progress of pupils including encouraging the use of Pupil Practice diaries, writing annual reports on each pupil learning in small group lessons, and maintaining any other records including exam entries and pupil profiles;
6. Providing THAMES with detailed timetable information at the beginning of each term, as required in THAMES guidelines;
7. Providing and distributing practice materials or advising schools on purchasing materials and resources for tuition and practice;
8. Co-operating with Local Authority procedures for monitoring, evaluation and Performance Management;
9. Making regular instrumental stock checks, identifying instruments in needs of repair and informing the THAMES administrative staff should any repairs be necessary;
10. Arranging the teaching dates with schools at least two weeks before the start of each term and to inform the THAMES office of the dates for intended teaching;
11. Informing the Head of THAMES and the school as well in advance (one month) of any intended unavoidable changes to the agreed pattern of teaching and to negotiate ways in which hours lost through pre-arranged absence might be made up;
12. Informing THAMES immediately of any absence, including sickness, in accordance with the THAMES and Tower Hamlets guidelines;
13. Providing records on pupil attendance;

14. Actively encouraging pupils to take part in performance opportunities in their schools, in local ensembles, Saturday Music Centres and in cross-Borough ensembles;
15. Providing support to class teachers in schools, parents and pupils on all aspects of instrumental tuition;
16. Keeping abreast of new ideas, teaching materials and methods whilst being supported by THAMES management;
17. Attending staff in-service training sessions as required at least once per year;
18. Participating in staff development opportunities when offered by THAMES;
19. Registering and signing into each school on arrival and wearing ID tags;
20. Presenting pay claims in line with THAMES guidelines to the school for signing and to the THAMES Administrator for authorisation at the end of each month worked;
21. Consulting with THAMES senior staff when a deputy is required and providing the approved deputy teacher with suitable lesson plans and other resources and agreeing the arrangement with the school;
22. Agreeing any hours additional to the 11 week allowance with the Headteacher of the school and the THAMES Senior team;
23. Providing reports, or information, on aspects and standards in instrumental teaching in Tower Hamlets schools as required by the Head of THAMES.
24. Ensuring that whole service expectations are met including;
  - Promoting the effective work of the whole service;
  - Contributing to the development and implementation of strategies for inclusion;
  - Contributing to the development of equalities practices in Tower Hamlets; and,
  - Sustaining the climate of partnership across the LA, while focusing on teaching and learning and the acceleration of improvement and raising standards.
25. The Postholder has responsibility for promoting and safeguarding the welfare of learners;
26. The Postholder will be subject to an Enhanced Level Disclosure and Barring Service (DBS) check on appointment and then every 3 years thereafter.

---

## **EQUAL OPPORTUNITIES STATEMENT**

Tutors will adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

---

### **COMMENSURATE STATEMENT**

Tutors will agree to undertake any other reasonable duties commensurate with the grade as determined by the manager.

## Person Specification for the Post of Instrumental tutor

'Essential' denotes those requirements that the candidate **must** hold. Desirable are requirements which we would ideally like the candidate to hold.

Assessment criteria key: **A = APPLICATION, I = INTERVIEW, T = TEST**

		Weighting	Method of Assessment
<b>Knowledge</b>	1. A secure and up-to-date knowledge and understanding of music, including the appropriate practical skills in relation to the instrument(s) taught and the standards of the students;	E	A
	2. A good understanding of the current issues relating to music education in schools;	E	A
	3. A good understanding of how schools operate and how music education can contribute to improving pupil learning and motivation.	D	I
	4. A thorough knowledge of a range of teaching methods in instrumental music;	E	A
	5. An awareness of a recognised instrumental teaching curriculum that is appropriate to the range of pupils taught.	D	A
	6. An understanding of how to plan for groups of mixed ability pupils.	D	A
	7. An understanding of the planning, procedures and organisation needed when delivering instrumental teaching and other performance opportunities.	D	A
	8. Knowledge of relevant repertoire and resources for the instrument groups and ensembles taught.	E	A
	9. An understanding of assessment techniques and how to record pupils' progress in instrumental teaching.	D	I
	10. Knowledge of relevant qualifications in music for pupils.	D	I
	11. Knowledge of and a willingness to comply with professional regulations on Health and Safety and Child Protection.	E	AI
	12. An understanding and sensitivity to issues relating to the development of music and performance activities in a culturally diverse inner city Borough.	E	AI
	13. An understanding of the learning needs of the wider educational community.	D	A
	14. Proven and demonstrable commitment to the principles and practice of equal opportunities and access and inclusion in employment and service delivery.	D	A
	15. IT literate and willing to undertake further training as required and a willingness to incorporate it effectively into their teaching.	D	A

<b>Qualifications &amp; Experience, (Education)</b>	16. High expectations of all pupils respecting their social, linguistic, physical, religious and ethnic backgrounds.	D	AI	
	17. Have good communication skills;	D	AI	
	18. Demonstrate and promote positive values, attitudes and behaviour.	E	AI	
	19. Successful instrumental/vocal music teaching experience in a school or music service;	E	A	
	20. Experience of small group instrumental teaching;	E	A	
	21. Experience of working with a range of pupils of different abilities from beginner to advanced;	E	A	
	22. Experience of having played and made music as a player or singer at the highest level in a range of settings and/or genres;	E	AI	
	23. Experience of having played in, rehearsed and/or arranged music for performance groups as a player.	E	A	
	24. Experience of general class music teaching in line with the National Curriculum requirement for music (if appropriate)	D	A	
	<b>25.</b> Strong teaching skills which enhance pupils' learning;	E	A	
	26. Very high performance and musicianship skills;	E	AI	
	27. Be able to plan, produce and implement high quality units of work;	E	A	
	28. An ability to inspire pupils of all abilities who want to learn instruments;	E	A	
	29. An ability to treat pupils with respect and consideration and with a concern for their development as learners.	E	A	
	30. A competent practitioner on a range of instruments in the same family group or willingness to learn about teaching other instruments within a family;	D	A	
	31. Have a clear understanding of good practice in instrumental teaching;	D	I	
	<b>Education</b>			
	32. First degree or equivalent or evidence of significant practical music making experience at a high level of performance.	D	A	
	33. Evidence of commitment to continuing professional development.	D	AI	
	<p>Note: New entrants should have evidence based successful performing experience. Graduate entrants should have a degree or diploma from a recognised institution. Accredited teachers should have undertaken accredited professional training from a recognised training body recognised on the National Qualifications Framework.</p>			



**Living the TOWER Values sets out the essential behaviours required of all staff. They are aligned to the organisation's five TOWER Values**

<p>We work <b>TOGETHER</b> across boundaries and with partners to achieve the best outcomes for Tower Hamlets</p>	<p>➤ Shares information and engages others in a timely way to achieve the best outcomes</p>	E	A
<p>We are <b>OPEN</b> and transparent</p>	<p>➤ Approachable and actively seeks feedback from others to improve how they do things.</p>	E	A
<p>We are <b>WILLING</b> to challenge, innovate and be accountable</p>	<p>➤ Looks for ways to continuously improve and develop within role.</p>	E	A
<p>We empower each other to be <b>EXCELLENT</b> and go the extra mile</p>	<p>➤ Understands the organisations direction of travel and actively supports that in their work and interactions.</p>	E	A
<p>We <b>RESPECT</b> all communities, they are the heart of everything we do</p>	<p>➤ Open-minded and appreciates alternative cultural perspectives, taking it into account when delivering service.</p>	E	A
<p><b>Other</b></p>	<ol style="list-style-type: none"> <li>1. Ability to work to deadlines and within an agreed framework;</li> <li>2. Have the ability to travel between schools within a designated timetable.</li> <li>3. A DBS check that is satisfactory to LBTH will be a condition of your appointment.</li> </ol>	E E E	AI I AI