

JOB DESCRIPTION

Job Title:	Peripatetic Music Teacher - Specialist
Region:	Berkshire
Job Code:	MST02 - 1
Reporting Structure:	Head of Curriculum

Primary Job Purpose

Ensure the ongoing musical success of the region through:

Delivering a portfolio of high quality inclusive music education including individual, small group and whole class teaching, projects and ensembles.

Berkshire Music Trust primary customers include parents, children, schools, wider community music and Early Years' groups.

To fulfil the role and its wide-ranging responsibilities successfully, a peripatetic music specialist teacher needs to be an effective team player, able to work in close partnership with members of the curricular and music centre teams. They are dedicated to offering high quality music education to all children and young people. Sound professional judgement, excellent musical and administrative skills are also essential.

Principal Responsibilities

1. Deliver a portfolio of teaching across individual, small group, whole class, projects, ensemble direction and inclusion work in line with the hours in your contract.
2. Prepare, plan and deliver high quality lessons in line with the Berkshire Music Trust Teaching Standards.
3. Have knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
4. Design learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners.
5. Develop resources and adapt practice to suit the needs and interests of all learners.
6. Involve students where appropriate in planning how they want to learn and make music.
7. Understand different music exams and the specifications and choose the most appropriate ones to suit your learners' needs.
8. Fulfil the teaching hours and directed time hours in line with your contract.
9. Recruit new students in order to maintain your teaching hours.
10. Promote Berkshire Music Trust opportunities including ensembles to your students.
11. Ensure that all stakeholders are responded to promptly.
12. Ensure that all deadlines are met.
13. Ensure Speed Admin is up to date with attendance records, timetable and assessment grades of your pupils.
14. Work effectively as a team member and share resources and knowledge.
15. Give regular feedback to pupils and parents.
16. Ensure you are a positive representative of Berkshire Music Trust and maintain high professional standards.
17. Promote, monitor and adhere to organisational "Safeguarding" policies and procedures.

18. You have a duty to take care of your own health and safety and that of others who may be affected by your actions at work. You must co-operate with employers and co-workers to help everyone meet their legal requirements
19. Promote and safeguard the welfare of all pupils and service users within the Berkshire Music Trust, raising any concerns in accordance with Berkshire Music Trust protocols and procedures.
20. Any other duties commensurate with the post that may be assigned by the CEO.

Role Specialisms

1. In-depth knowledge of your instrument specialism.

Our Values

- **Inclusivity** – we believe music should be accessible to all
- **Respect** – we respect others views and lived experiences
- **Transparency** – we are open and honest
- **Innovation** – we continuously evolve and adapt to changing needs
- **Responsibility** – we take responsibility for our mission
- **Partnership** – we embrace partnership working

ROLE SPECIFICATION

	Criteria
Skills and Abilities	<ul style="list-style-type: none"> • A degree in music or professional experience as a performer. • The ability to model and demonstrate effectively both on your instrument(s) and by use of the voice. • A confident user of IT. Excellent and accurate standard of written and verbal communication
Experience	<ul style="list-style-type: none"> • An effective learner with a track record of on-going development • At least 2 years experience teaching a portfolio of work including small group, whole class and individual tuition. • Experience of managing learning in groups: how to ‘read the room’ and create learning that offers a level of challenge and independence appropriate to age, ability, capacity and context. • Experience of developing and adapting resources to respond to learners’ interest and needs.
Knowledge	<ul style="list-style-type: none"> • Ability to play and teach other instruments within your own family. • Excellent pedagogical knowledge and skills to teach your first study instrument/ voice. Evidence of successful teaching practice is desirable. • An excellent understanding of the promotion of good instrumental/ vocal health through good posture and/ or instrument hold. • Knowledge of how to differentiate teaching to meet the interests, needs, and learning styles of a wide range of children and young people.
Personal attributes and other requirements	<ul style="list-style-type: none"> • Well organised and able to manage your own time. • Able to work to deadlines. • The ability to work collaboratively and creatively to find solutions • Motivated to maintain a high level of productivity and to strive for continuous improvement

	<ul style="list-style-type: none"> • Be forward looking, with an open, growth mind-set.
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ROLE COMPETENCIES

Competency Group – Communication	
Competency Title	Description
Listening	Understands and learns from what others say.
Reading Comprehension	Grasps the meaning of information written in English, and applies it to work situations.
Speaking	Conveys ideas and facts orally using language the audience will best understand.
Writing	Conveys ideas and facts in writing using language the reader will best understand.
Competency Group – Personal Effectiveness	
Competency Title	Description
Accountability & Dependability	Takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight.
Adaptability & Flexibility	Adapts to changing business needs, conditions, and work responsibilities.
Attention to Detail	Diligently attends to details and pursues quality in accomplishing tasks.
Customer Focus	Builds and maintains customer satisfaction with the products and services offered by the organization.
Development & Continual Learning	Displays an ongoing commitment to learning and self-improvement.
Ethics & Integrity	Earns others' trust and respect through consistent honesty and professionalism in all interactions.
Results Focus & Initiative	Focuses on results and desired outcomes and how best to achieve them. Gets the job done.
Safety Focus	Adheres to all workplace and trade safety laws, regulations, standards, and practices.
Self-Management	Manages own time, priorities, and resources to achieve goals.
Stress Tolerance	Maintains composure in highly stressful or adverse situations.
Tact	Diplomatically handles challenging or tense interpersonal situations.

Competency Group – Interaction with Others	
Competency Title	Description
Relationship Building	Builds constructive working relationships characterized by a high level of acceptance, cooperation, and mutual respect.
Teamwork	Promotes cooperation and commitment within a team to achieve goals and deliverables.
Valuing Diversity	Helps create a work environment that embraces and appreciates diversity.

Teaching Competencies

Teachers should always keep the musical journey of the pupil at the heart of everything they do and impart the joy of music through playing and singing. Sessions should take into account the young person's musical identity and their musical interests
Teachers should demonstrate and model at a high standard and be a positive role model. Every pupil should see themselves as a musician.
Teachers should have high expectations for their pupils that allow all pupils to reach their full potential. They should discuss their plans with their pupils and have clear short, medium and long term plans. Their achievements should be celebrated in an appropriate way. Teachers should understand the progression routes within Berkshire Music Trust and also outside of Berkshire Music Trust and signpost pupils, when appropriate.
Music should be the primary language of the lesson and all lessons should have a clear intention and plan and fit into the sequence of lessons to meet the medium and long term aims. Activities are engaging, inspiring and purposeful and clearly explained/demonstrated to their pupils. The experience of learning should be shared and pupils should be able to ask questions, contribute to decision making and ownership where appropriate and learn to enjoy the process of learning. The dynamics of the group and the group pace should be carefully considered.
All lessons should be planned to take into account the different needs of the pupils, prior learning and SEND. In group lessons and In2Music, the tasks should be differentiated to take into account different abilities and all pupils should feel an element of challenge in the lesson.
Teachers should create a safe, positive learning environment for their pupils. Pupils should feel comfortable to ask questions of their teacher and to make mistakes and learn from them. The teacher should manage behaviour appropriately using positive behaviour management strategies and the school policies where relevant.
Teacher should make time to regularly reflect on their practice and the impact that they have had on the pupils in their lesson. Teachers should regularly check their pupils' understanding in the lesson and adapt activities according to the impact and response from the pupil.
Music is multi-faceted and should be taught holistically. There should be a holistic approach to technique, performance, improvising, composing, theory, listening, singing and musicology.
There should be regular, constructive and specific feedback provided during the lesson and clear steps identified for improvement. Pupils should be encouraged to do this through structured peer and self-evaluation. There should be clear practice goals and pupils should understand what and how to practise. This should also be shared with the parents.

All staff should abide by the Berkshire Music Trust Code of Conduct and Child Protection policy. All the relevant risk assessments should be adhered to and staff should make sure that they read all the relevant risk assessments carefully. If working in a school, then staff should make sure that they are aware of relevant policies for that school.