

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Community &amp; Creative Music Practitioner (Self Employed)</b>
<b>Region:</b>	<b>Berkshire</b>
<b>Job Code:</b>	<b>MST02 - 4</b>
<b>Reporting Structure:</b>	<b>Partnership &amp; Inclusion Manager</b>

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### Primary Job Purpose

Ensure ongoing access to music for everyone in the region through:

Delivering inclusive music-making workshops for children, young people and adults as part of our Musical Communities team. These will include, but not be limited to:

- Community projects with adults at risk of social isolation, such as our Pianos in Libraries projects across West Berkshire
- Delivering workshops with young people experience social and emotional mental health challenges, using music as a tool to build confidence and connections
- Working in a variety of creative music environments, including SEND and community settings

To fulfil the role and its wide-ranging opportunities successfully, the peripatetic Community & Creative Music Practitioner needs to be an effective team player, and able to work in close partnership with members of the Musical Communities team at Berkshire Music Trust. You will need to be organised, on top of your time management, be willing and able to work in various different settings and, most importantly, you will be a creative music practitioner who is able to be flexible and open in your approach to delivering community workshops.

### Principal Responsibilities

1. **Facilitate inclusive music-making sessions** that cater to diverse groups, ensuring accessibility for all participants.
2. **Deliver projects with local organisations and community groups** where the Inclusion team have identified the musical needs of the community.
3. **Work as part of the Inclusion team** to deliver our three-year Inclusion Strategy.
4. **Provide learning and support** to participants, helping them to develop their musical skills and confidence.
5. **Support the evaluation and assessment of the impact of music projects**, gathering feedback from participants and stakeholders to inform future activities.
6. **Maintain accurate records of sessions and participant progress**, ensuring confidentiality and data protection compliance.
7. **Promote the benefits of music-making with BMT** through community outreach and engagement activities.
8. **Stay updated with current trends and best practices** in community music and inclusive education.

9. **Attend regular team meetings and training sessions** to ensure continuous professional development.
10. **Manage resources and equipment** effectively, ensuring they are used safely and maintained in good condition.
11. **Foster a positive and inclusive environment** where all participants feel valued and respected.
12. **Adapt teaching methods and materials** to meet the varying needs and abilities of participants.
13. **Engage in reflective practice** to continually improve the quality of music sessions and personal teaching methods.

### 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
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• A degree in music or professional experience as a performer.</li> <li>• The ability to model and demonstrate effectively both on your instrument(s) and by use of the voice.</li> <li>• A confident user of IT.</li> </ul> <p>Excellent and accurate standard of written and verbal communication</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• An effective learner with a track record of on-going development</li> <li>• At least 2 years' experience teaching a portfolio of work including small group, whole class and individual tuition.</li> <li>• 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.</li> <li>• Experience of developing and adapting resources to respond to learners' interest and needs.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to play and teach other instruments within your own family.</li> <li>• Excellent pedagogical knowledge and skills to teach your first study instrument/ voice. Evidence of successful teaching practice is desirable.</li> <li>• An excellent understanding of the promotion of good instrumental/ vocal health through good posture and/ or instrument hold.</li> <li>• Knowledge of how to differentiate teaching to meet the interests, needs, and learning styles of a wide range of children and young people.</li> </ul>
	<ul style="list-style-type: none"> <li>• Well organised and able to manage your own time.</li> </ul>

<b>Personal attributes and other requirements</b>	<ul style="list-style-type: none"> <li>• Able to work to deadlines.</li> <li>• The ability to work collaboratively and creatively to find solutions</li> <li>• Motivated to maintain a high level of productivity and to strive for continuous improvement</li> <li>• Be forward looking, with an open, growth mind-set.</li> </ul>
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### ROLE COMPETENCIES

<b>Competency Group – Communication</b>	
<b>Competency Title</b>	<b>Description</b>
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.
<b>Competency Group – Personal Effectiveness</b>	
<b>Competency Title</b>	<b>Description</b>
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.
<b>Competency Group – Interaction with Others</b>	
<b>Competency Title</b>	<b>Description</b>
Relationship Building	Builds constructive working relationships characterised 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 outside of the 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.