

## Person Specification

### Post: Part Time Peripatetic Music Tutor

Attributes	Essential	Desirable	How identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Grade C or above in GCSE English and mathematics</li> <li>• Level 3 qualification in music</li> <li>• Some form of instrument examinations to a minimum of Grade 8 ABRSM or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Music degree</li> <li>• Performance diploma (or similar) from a recognised accreditor</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Certification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Values driven</li> <li>• Teaching an instrument in a school setting</li> <li>• Preparing students for GCSE (and A level) performance units and external examinations such as ABRSM</li> <li>• Directing and supporting ensembles</li> <li>• Proven track record of high quality performance work outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Working in an inner-city area of high deprivation</li> <li>• Collaborating with others to produce high quality performances e.g. collaborative massed choirs or musical theatre productions</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• High expectations which motivate and challenge students</li> <li>• Strong specialist subject knowledge to teach students across a range of genres including pop, musical theatre and classical repertoire</li> <li>• Plan and deliver lessons; select repertoire to meet the needs of all students</li> <li>• Wide range of ensemble repertoire, including musical theatre, choral and popular music</li> <li>• Build a rapport with a wider team of musicians and secondary aged students</li> <li>• Commitment to safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of what makes a Dixons academy different and successful</li> <li>• Requirements of graded exams and the GCSE / A level standards for voice</li> <li>• Bespoke arrangements of pieces to cater for the abilities of students e.g. arranging pieces for a small ensemble or duet</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>• Strong moral purpose and drive for improvement</li> <li>• Mission-aligned</li> <li>• Humble and kind</li> <li>• Motivated, enthusiastic and flexible</li> <li>• Excellent interpersonal skills</li> <li>• Good sense of humour</li> <li>• Desire to develop yourself</li> <li>• Ability to receive and act on feedback</li> <li>• Strong attention to detail</li> <li>• Ability to work under pressure</li> <li>• Commitment to the full life of the academy</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to offer extra-curricular provision</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>