

# Job Description

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**Job Title:** Visiting Music Teacher

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**Location:** Various Academies over the Trust

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<b>Job title</b>	<b>Visiting Music Teacher (Fixed Term until 31<sup>st</sup> August 2025)</b>
<b>Salary Scale</b>	<b>UNQ / MPS</b>
<b>Hours of Work</b>	<b>Part time – 6.5 hours per week (0.2 FTE)</b>
<b>Responsible to</b>	<b>Director of Music</b>
<b>Location</b>	<b>Various locations across the Trust</b>

#### **Main purpose of the role**

- To support pupil achievement in music through the planning and delivery of high-quality instrumental/vocal tuition and to facilitate extra-curricular musical opportunities across multiple academies within the Trust

#### **Organisational relationships**

- Responsible to the Director of Music
- Direct liaison with a range of stakeholders including teachers, parents, visitors and other Inspiration Trust staff.

#### **Principal accountabilities and responsibilities**

<b>Overall</b>	<ul style="list-style-type: none"> <li>• To teach in an inclusive way, in line with Trust principles and ethos.</li> <li>• To offer active support for the Trust and Academy's policies and procedures</li> <li>• To represent the school and Trust positively at all times</li> <li>• Set high expectations which inspire, motivate and challenge pupils</li> <li>• Promote good progress and outcomes in music by pupils</li> <li>• Make accurate and productive use of assessment and record keeping, in line with agreed expectations</li> <li>• Ensure a good and safe learning environment</li> <li>• Adapt teaching to respond to the strengths and needs of all pupils</li> <li>• Demonstrate good knowledge and expertise</li> <li>• Plan and teach well structured lessons that support pupils in making progress</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• To plan and deliver high-quality instrumental/vocal lessons to compliment the trust's bespoke knowledge-rich curriculum.</li> <li>• To undertake a designated programme of teaching</li> <li>• To prepare pupils for performances and examination opportunities as appropriate</li> <li>• Act as accompanist/ensemble member as required</li> <li>• To monitor and support the progress of pupils in instrumental lessons and therefore contribute to raising standards of pupil achievement</li> <li>• To facilitate and promote a learning experience which provides all pupils with the opportunity to achieve their</li> </ul>

	<p>individual potential, including SEND and disadvantaged pupils as well as pupils with different levels of prior attainment</p> <ul style="list-style-type: none"> <li>• To communicate effectively with the SEND team to ensure the needs of pupils with SEND are met effectively.</li> <li>• To assess, record and report on the progress, development and attainment of pupils and to keep and provide records as required</li> <li>• To teach as required for music examinations</li> <li>• To alert staff to problems experienced by students</li> <li>• promote a love of music and children’s intellectual curiosity and set homework/practice as appropriate</li> </ul>
<p><b>Wider professional contribution and conduct</b></p>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the trust</li> <li>• To advocate for and facilitate extra-curricular musical opportunities</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Communicate effectively with the Director of Music, leaders in schools and the music teacher coordinator, in order to fulfil the requirements of the role.</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils’ achievements and well-being.</li> <li>• To take part in open evening and Parents Evening as appropriate</li> <li>• To encourage student participation in wider Academy life</li> <li>• Maintain and support good pupil behaviour in accordance with the procedures and policies and encourage attendance at music lessons, following up on absence.</li> <li>• To work effectively as a member of wider teams</li> <li>• To actively engage with, promote and implement the safeguarding policy and all procedures</li> <li>• To complete attendance registers as required</li> <li>• To engage actively in performance management and appraisals process</li> <li>• To take part in staff development programmes</li> <li>• To comply with health and safety policy and practice</li> </ul>

**Employee commitments**

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

### **Performance Management**

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

### **Context**

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

### **Miscellaneous**

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spend" under the provisions of the Act.**

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Grade 8 or above in a primary study instrument (or demonstrable skill level equivalent to at least Grade 8)</li> <li>Grade 5 music theory or above</li> <li>Valid driving licence</li> </ul>	<ul style="list-style-type: none"> <li>Degree in music</li> <li>Performance diploma</li> <li>Teaching diploma</li> <li>Certificate for Music Educators (CME)</li> <li>Qualified Teacher Status (QTS)</li> <li>Grade 5 on a second instrument</li> <li>Strong keyboard skills for those whose first instrument is not the piano</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching a range of ages, from primary to secondary pupils</li> <li>Teaching a wide range of abilities from complete beginner to intermediate and advanced pupils</li> <li>Teaching within a school environment</li> <li>Leading and assisting with ensemble activities (choirs, ensembles, performance opportunities)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching pupils in KS4 &amp; 5</li> <li>Leading extra-curricular projects involving multiple schools</li> <li>Whole Class Instrumental/vocal teaching (WCIT)</li> <li>Leading whole school singing (assemblies etc)</li> <li>Curriculum class teaching</li> <li>Experience creating community links</li> </ul>
<b>Skills, Knowledge</b>	<ul style="list-style-type: none"> <li>Strong subject knowledge (music theory, music history, musical instruments)</li> <li>Be able to perform at a high standard, in order to inspire staff and pupils</li> <li>Be able to sight-read fluently</li> <li>Be able to accompany (and/or play alongside) individuals and groups, offering constructive coaching where required.</li> <li>Promote the Trust's aims positively, and use effective strategies to monitor motivation and morale</li> <li>Be able to develop good personal relationships within a team</li> <li>Establish and develop good relationships with parents, carers, governors and the community; communicate effectively (both orally and in</li> </ul>	<ul style="list-style-type: none"> <li>The preparation and administration of graded music examinations (ABRSM, TCL etc)</li> <li>The performing requirements for GCSE and A Level courses</li> <li>The teaching of improvisation and composition</li> <li>Understanding of 'knowledge-rich' pedagogies leading to pupil fluency in the reading of stave notation, sight-reading and aural training, alongside the monitoring, assessment, recording and reporting of pupils progress</li> <li>Demonstrate strong singing skills, through which development of</li> </ul>

	<p>writing) and be approachable to a variety of audiences</p> <ul style="list-style-type: none"> <li>• Work in an organised manner, committed to the task in hand</li> <li>• Be resourceful, enthusiastic and patient</li> <li>• Be able to work well with IT systems and standard software used in schools for administration, preparation of resources and presentation to staff and pupils</li> <li>• Evidence of continuous INSET and commitment to further professional development</li> </ul>	<p>good singing technique can be encouraged</p> <ul style="list-style-type: none"> <li>• Use music notation software fluently (Sibelius or similar)</li> <li>• Use music production software fluently (DAWs such as GarageBand, Logic, Cubase or similar)</li> </ul>
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**Signature .....**

**Date .....**

**Name .....**