

## Role Profile

<b>Job Title:</b>	Sessional Music Teacher	<b>Grade:</b>	EMSP05-EMSP14
<b>Department:</b>	Ealing Music Service	<b>Post no:</b>	
<b>Directorate:</b>	School Effectiveness Team, Children and Young People	<b>Location:</b>	Various schools within London Borough of Ealing

<b>Role reports to:</b>	Senior Leadership Team, Music Service
<b>Direct Reports:</b>	Assistant Music Teacher (where applicable)
<b>Indirect Reports:</b>	None

*This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the council and the requirements of the job.*

### JOB DESCRIPTION

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the possible requirement to obtain a Disclosure and Barring Service (DBS) check.

#### PURPOSE OF ROLE:

- Sessional music teachers will be responsible for teaching high quality music lessons to children and young people in schools and within the community of the London Borough of Ealing. This work may take the form of small groups, whole classes or individual lessons. In addition, teachers may be required to lead or assist with performances, demonstrations and workshops.

#### KEY ACCOUNTABILITIES:

- 1) To teach high quality music, instrumental and/or vocal lessons to pupils within Ealing
- 2) To ensure musical learning is taught through a holistic approach, including playing, singing, listening and appraising
- 3) To be confident teaching with a thorough understanding of musical learning and instrument(s) taught
- 4) To plan suitable, progressive lessons which are musical, inspiring, engaging and challenging that meets the need of individual pupils
- 5) To assist in preparing, using and maintaining relevant teaching resources, schemes of work and interactive programmes for Ealing Music Service
- 6) To assess, monitor and record details of pupil progress, achievements, behaviour and general well-being
- 7) To establish supportive relationships through liaison with key staff within schools, community centres and Ealing Music Service.

- 8) To establish a safe learning environment through appropriate and professional relationships with pupils
- 9) To ensure pupils are given performance opportunities and support schools by contributing to concerts and open evenings as appropriate.
- 10) To provide clear pathways and opportunities for pupils to progress and access ensembles, awards, examinations, festivals and competitions.
- 11) To maintain thorough current knowledge of developments in teaching and learning within music education including national and local strategies.
- 12) To take responsibility for active participation in continued professional development (CPD) of teaching and learning
- 13) To adhere to Ealing Council, schools' and Ealing Music Service's Code of Conduct, policies and procedures

**KEY PERFORMANCE INDICATORS:**

- 1) All teaching is judged to be at least good
- 2) Evidence of pupil retention
- 3) Records of pupil progress and increased standards (e.g. pupil examinations)
- 4) Increase of pupil participation in ensembles
- 5) Submission of registers, lesson planning/assessments and concert dates (termly)
- 6) Submission of reports for schools and parents on pupil progress (annual)
- 7) Effectively communicate with a range of stakeholders (i.e. Headteachers, parents, music leaders)

**KEY RELATIONSHIPS (INTERNAL AND EXTERNAL):**

- Internal: Senior Leadership Team, Admin Team and other EMS Teachers
- External: Schools, Community Centres, Teachers, Parents

**AUTHORITY LEVEL (PEOPLE, POLICY, FINANCIAL):**

- Teaching children and young people
- Leading and directing Assistant Music Teachers (where applicable)
- Maintaining instruments (where applicable)

## Person Specification

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the possible requirement to obtain a Disclosure and Barring Service (DBS) check.

### **ESSENTIAL KNOWLEDGE, SKILLS & ABILITIES**

- 1) Demonstrate the ability to plan, teach and assess progressive music lessons in individual, small group or whole class settings
- 2) Successful experience of how to inspire and motivate pupils to continue their musical learning
- 3) Knowledge of holistic approaches to musical learning
- 4) Successful experience of pupil achievement and standards e.g. attaining accredited qualifications, examinations and/or competitive festivals
- 5) Knowledge of current national and local music education policies, including the National Curriculum and recognised syllabuses
- 6) High standard of communication skills demonstrated by the ability to liaise effectively with a number of stakeholders including parents, schools, teachers and music service staff
- 7) Knowledge and understanding of the appropriate use of technology to enhance the teaching and learning of music
- 8) Demonstrate an acute understanding of how to create a learning environment where pupils are safe and able to achieve their full musical potential
- 9) Successful experience of continued professional development to enhance the skills of teaching and learning
- 10) Ability to confidently lead and/or work as part of a team

### **ESSENTIAL QUALIFICATION(S), EXPERIENCE AND REGISTRATION (e.g. HCPC)**

- 1) A university qualification or equivalent experience in music performance and/or education
- 2) Experience of instrumental or vocal learning and/or performance (within schools or wider community)

## Competency levels

The list below states the level needed in each competency for effective performance in a role.

1. Role requires a generally low level of competence. It may only require an **awareness of this competency**, or may provide experience to operate at a higher level.
2. Role requires a moderate level of competence, the ability to **cope with standard problems/common situations**, and competence at day-to-day application.
3. Role requires a high level of competence, the ability to **cope with unusual/non-standard problems and issues, and awareness of alternative options** and approaches to situations. Requires ability to guide or advise others in this area and is able to look ahead and anticipate future needs.
4. Role requires an exceptional level of competence and advanced application. Requires ability **to develop innovative approaches, stretch others' thinking and challenge them to excel** by setting exceptional standards.

**Results focus:** Sets and delivers stretching targets, in line with the Corporate Plan & Priorities and with Ealing's standards and procedures; seeks and takes responsibility for enhancing performance; does what is necessary to achieve the required output, rather than just performing a set of tasks. **Level 2**

**Customer focus:** Actively seeks to identify, understand and give priority to meeting customer needs. Acts in accordance with the needs of customers (external or internal), partners and the wider community. . **Level 2**

**Job expertise:** Has the necessary technical and professional knowledge and expertise, and uses it effectively. The areas of job expertise required vary significantly between services and between roles. The areas required in any specific role must be discussed with individuals. . **Level 3**

**Communication:** Uses clear language that can be understood by mixed audiences. Communicates effectively (speaking, listening, in writing and when presenting), as required. . **Level 3**

**Change orientation:** Looks for and proposes ways to improve service and will, if necessary, challenge the status quo to produce improvement. Shows initiative, and adapts to change requirements, by continually striving to improve processes, activities, and own performance. . **Level 2**

**Managing self:** Effectively organises self and projects as required, using Ealing systems, processes and policies. Can describe own strengths, development needs, impact and approach. Takes personal responsibility for own role and own development as a result. . **Level 3**

**Working in teams:** Co-operates with others, by working together, supporting and influencing colleagues, and being a part of a range of teams as appropriate. Shares information with colleagues and partners to enable them to carry out their roles more effectively. . **Level 2**

**Managing people and business (For managers only):** Manages the performance and development of all staff who report to them in a way that supports the Ealing vision and values. Encourages and supports staff and colleagues to develop to their full potential. Demonstrates sound financial, business and resource management. . **Level n/a**

**Leading in the organisation (For managers only):** Leads change and ensures effective implementation through programme and project delivery. Provides direction for the organisation and individual departments. Gains commitment from stakeholders to the vision, strategy and the resources required. . **Level n/a**