

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE**

DEPARTMENT: Music & Arts Service	SERVICE GROUP: Education & School Improvement
POST TITLE: Peripatetic Instrumental /Vocal Teacher	REPORTS TO: Head of Service
GRADE: UQ/MPS/UPS	SAP POSITION NUMBER : Various

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. **Please see the separate guidance information on how to complete the form located on Bradnet.**

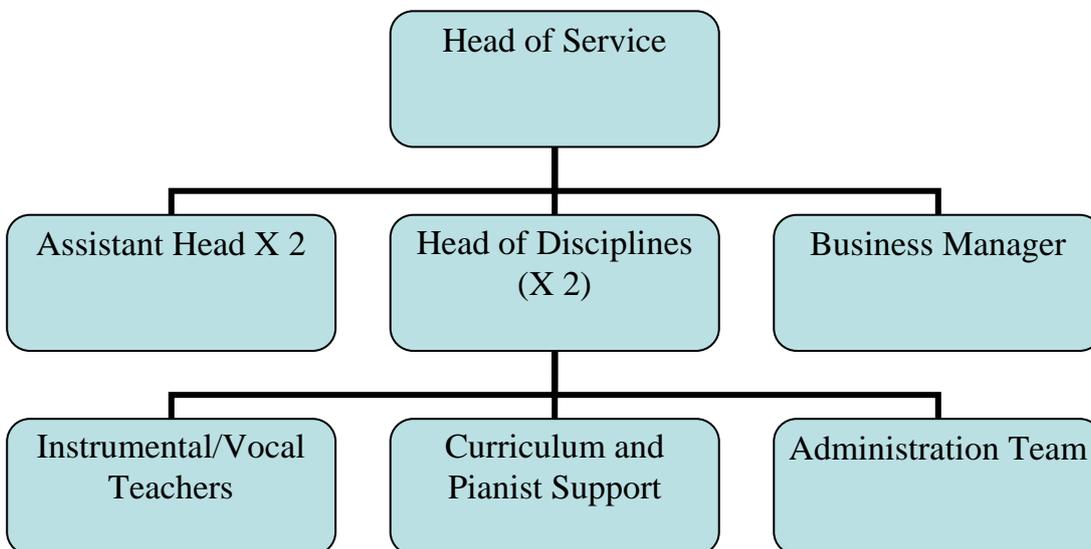
Key Purpose of Post:
To teach singing or instrument playing to pupils both in groups and individually. First access and continuation whole class teaching Ensemble Conducting Performing to a high standard

Main Responsibilities of Post:

The post holder will be required to:

- 1) Teach pupils both in groups and individually.
- 2) Tutor and direct choirs or ensembles in schools and at music centres.
- 3) Participate in the provision of concerts and performances.
- 4) To actively motivate pupils
- 5) To seek out and apply innovations in instrumental and or vocal teaching.
- 6) To work as part of a team of professional teachers.
- 7) To monitor and assess pupils and provide constructive feedback and maintain clear, accurate and up to date records of pupils.
- 8) Able to deliver whole class instrumental and continuation schemes.
- 9) To work within the safeguarding framework as set out in Keeping Children Safe in Education.
- 10) To undertake multi agency working and electronic information sharing to support integrated working ensuring usage of digital technology effectively
- 11) To work independently and as part of a team of specialist instrumental/vocal Teachers.
- 12) To provide advice and support to teachers, parents, carers and schools.
- 13) To participate in team and service meetings
- 14) To share good practice and training
- 15) To determine when to enter pupils for examinations, Music Medals, ABRSM

Structure:



Special Knowledge Requirement. Will be used for shortlisting

Please show essential requirements in end box

Essential

Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.

Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work	
Uses a range of complex IT packages relating to area of work	X
Ability to adopt a process of continual improvement and suggest ways of working more efficient and effectively to improve service delivery.	
Knows and understands how to use, interpret, handle and communicate information	
To plan and deliver structured lessons within the standards and framework set by the Music & Arts Service.	X
To work on a peripatetic basis with particular responsibility for linking with a number of named schools across the phases, using personal trans	X
To plan lessons for groups of mixed ability pupils using a recognised instrumental /vocal Curriculum eg A Common Approach 2002 Instrumental Curriculum.	X
Able to deliver whole class instrumental teaching and continuation classes.	X
Able to tutor/direct choir and ensembles in schools and music centres.	X

Relevant experience requirement: Will be used for shortlisting
To teach singing or instrument playing to pupils both in groups and individually.
Able to apply the Wider Opportunities whole class teaching approach.
To provide advice and support to teachers, parents, carers and schools.
To tutor and direct choirs or ensembles in schools and at music centres.
Relevant professional qualifications requirement: Will be used for shortlisting
Musical background, ABRSM, Trinity Guildhall, Music Diploma, Music Degree, QTS.
Core Employee competencies to be used at the interview stage.
Carries Out Performance Management
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.
Communicates Effectively
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information.
Carries Out Effective Decision Making
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work.

Undertakes Structured Problem Solving Activity		
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.		
Operates with Dignity and Respect		
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.		
Working Conditions:		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
Must be able to work evenings and weekends		
Special Conditions:		
Disclosure & Barring Service check and registration for Update Service Must have a driving licence and use of a vehicle Working within the safeguarding framework as set out in Keeping Children Safe in Educaiton		
Compiled by: Tony Johnson	Grade Assessment Date: 24.2.15	Post Grade: UQ/MPS/UPS
Date: 24.2.15		