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| Trinity Academy Halifax Job Description | Logo  Description automatically generatedC:\Documents and Settings\User\Local Settings\Temporary Internet Files\Content.IE5\U66RYTKW\New%20logo[1].jpg |

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| **Post Title:** | Music Tutor (Trinity Music Academy) |
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| **Salary:** | MPR (points 1-6) One-year fixed term contract to August 2023Piano Tutor (peripatetic teacher): 0.4 FTE |
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| **Core Purpose:** | 1. ***Administrative****,* ***passion, organisation*** *and* ***management qualities*** *are the vital skills required to execute this role; to promote and ensure the smooth running of Trinity Music Academy.*
2. *To support the work of the music curriculum and Trinity Music Academy team to* ***raise standards*** *of student uptake, attainment and achievement by developing and enhancing music for the MAT.*
3. *To support the work of the music curriculum to* ***effectively evaluate*** *the impact of (a) and strategically* ***plan for improvement*** *in the quality of both* ***primary and secondary******whole class*** *music lessons and/or* ***one-to-one*** *tuition across the MAT.*
4. *To work across instrumental matters relating to TMA and develop own practice and knowledge to support the progression of TMA.*
5. *To deliver high quality instrumental lessons alongside coordinator duties and extra-curricular activates.*
6. *You do not need a PGCE/QTS to apply, this is an employment contract for a one-to-one peripatetic teacher. QTS is desirable, though not essential.*
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| **Reporting to:** | Trinity Music Academy Lead (TMA Lead) |
| **Liaising with:** | TMA Lead, Subject Leader of Music, Head of Performing Arts, Senior Leader Link and other relevant staff within the MAT, cross-academy/school responsibilities, partner primary schools, other academy/school partners and parents. |
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| **Raising** **Standards:** | * To ensure that you, as a peripatetic (music tutor) staff member, are accomplishing annual exam and extra-curricular targets and concerts (ABRSM, Rock School, LCM, Trinity exam boards etc.)
* To highlight potential GCSE Music students and begin developing their proficiency and musical awareness at KS3 (& KS2).
* Responsibility for safeguarding and promoting welfare of children
* To manage personal attendance and admissions processes in line with TMA requirements (SpeedAdmin)
* To maintain and deliver accurate attendance records across the academy, and report on attendance as required and contribute to strategies that improve TMA attendance (SpeedAdmin)
* To deal with enquiries and queries from parents appropriately
* To liaise with staff, students, parents and multi-agency partners to ensure that attendance and admissions processes are accurate and fit for purpose in TMA
* To be responsible for the delivery and effectiveness of policies and procedures needed for successful student support programmes in TMA.
* To deliver in the vision of the TMA Lead the distribution of resources to ensure aims and objectives can be achieved.
* To support both the Subject Leader of Music and TMA Lead to strategically plan for future improvements.
* To deliver TMA administration as directed by both the TMA Lead and the Subject Leader of Music.
* To deliver and drive TMA services to further enhance standards and progress within Music and student numbers.
* To support all TMA and relevant academy events in promotion of TMA and performances of pupils.
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| **Teaching and Learning:** | * **To plan, prepare and deliver teaching duties appropriate to the skills of the music tutor**. This may include individual, small group/ ensemble and whole class teachings. (Primary, Secondary and sixth form pupils).
* **To deliver high standard instrumental lessons across all age groups within the MAT** (Primary, Secondary and sixth form pupils).
* To provide the **minimum of 2 extracurricular** activities in favour of the music departments’ progression across the MAT.
* To support GCSE Music students by helping to develop their instrumental and listening skills.
* To establish common standards of practice and develop the effectiveness of student support programmes strategies across TMA and the school and enhanced curriculum.
* To accept ‘learning walks’ gaining regular feedback in accordance with academy/school policy and attending CPD sessions.
* To support the technical duties required for performances and promotion events of TMA and academy events.
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| **Assessment/Monitoring and Evaluation:** | * To maintain your **‘SpeedAdmin’** account in support of whole Music tutor timetabling, data entering and personal **management of day-to-day updates** and entries.
* To aid in the **recruitment of new pupils** to instrumental tuition through demonstration and performances, in and out of the MAT.
* Offering appropriate advice and guidance to pupils, parents and staff.
* To support in the delivery of administration in pupil **examination** board requirements, as directed by the TMA Lead.
* To delivery of bi-annual reports/discussions with parents about child progress.
* To deliver evaluations of **performance data thus supporting** **appropriate intervention actions** on issues arising – achieving deadlines given where necessary and reviewing progress on interventions taken.
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| **Communication:** | * To **liaise with schools, parents and staff** in order to meet the smooth running of Trinity Music Academy in your area.
* To be familiar and delivery MAT procedures, routines and responsibilities agreed by staff, as described in the online staff handbook, and to implement them accordingly.
* To be familiar and delivery the aims and objectives of student support programmes at MAT schools.
* To deliver effective communication/consultation as appropriate with, TMA Lead, Subject Leader of Music, Curriculum Leaders, class teachers and exam boards.
* To represent the academy/MAT school’s views and interests in a professional manner.
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| **Management of Resources:** | * To manage resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to liaise with the TMA Lead and ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
* To develop the use of resources (technology, financial, SpeedAdmin) to improve teaching and learning across TMA.
* To maintain high quality use of SpeedAdmin and staff instrumental equipment needed to enable the running of TMA.
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| **Pastoral System:** | * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
* To encourage, deliver and support students to take part in concerts and examinations.
* Commitment to Equal Opportunities
* To contribute to overall ethos, work and mission statement of the school
* To monitor, deliver and support the overall progress and development of students within the subject/instrumental area.
* To ensure the Behaviour for Learning System is implemented in the subject/instrumental area so that effective learning can take place, securing a safe environment.
* To promote teamwork and motivate to ensure effective working relations between TMA and other teaching staff.
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| **Other Specific Duties:**All teachers are expected to meet the Teachers Standards and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. |

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| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.\This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |

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| **PPERSON SPECIFICATION** |
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| **Job Title: Trinity Music Academy Music Tutor** |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * A music tutor (peripatetic teacher) with clear demonstration of the ability to coach/model best learning experiences to other teachers and staff.
* Accountability for the performance of a TMA’s young people.
* Evidence of good/outstanding instrumental practice.
* Leadership of a community project or an area of school development.
* Dedicated organisation skills to managed multiple situations and data.
 | * Innovative use of resources.
* Taking accountability for the success of an initiative.
* Experience in instrument teaching essential
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| **Knowledge & Understanding** | * The principles and characteristics of good or better teaching.
* Effective review and evaluation procedures.
* The application of ICT within teaching.
* Innovative approaches to working with students, parents, staff and the local community.
* An understanding of inclusive education.
 | * Working with a timetabling software.
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| **Personal Qualities**  | * Ability to inspire confidence in staff, students, parents and others.
* Ability to lead a staff body.
* Adaptability to changing circumstances/new ideas.
* Reliability, integrity and stamina.
* Vision, imagination and creativity.
 | * Determination to succeed and the highest possible expectations of self and others.
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| **Leadership & Management**  | * Work effectively both as a leader and as a member of a team.
* Initiate, lead and manage change.
* Prioritise, plan and organise.
* Set high standards and provide a role model for students and staff.
* Deal sensitively with people and resolve conflicts.
* Seek advice and support when necessary.
 | * Motivate all those involved in the delivery team.
* Liaise effectively with other organisations and agencies.
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| **Communication Skills**  | * Communicate and delivery the vision of the TMA in relation to the development of teaching and learning and standards across sites.
* Negotiate and consult fairly and effectively.
* Communicate effectively orally and in writing to a range of audiences.
 | * Develop, maintain and use an effective network of contacts.
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| **Decision Making Skills** | * Make decisions based on analysis, interpretation and understanding of relevant data and information.
* Demonstrate good judgement.
 | * Think creatively and imaginatively to anticipate, identify and solve problems.
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| **Self-Management Skills** | * Prioritise and manage own time effectively.
* Work under pressure and to deadlines.
 | * Achieve challenging professional goals.
* Take responsibility for own professional development.
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