



Education, Culture & Sport Service

Highland Local Negotiating Committee for Teachers

LNCT Agreement no. 19 -

Job Descriptions – Music Instructors

PRINCIPAL MUSIC INSTRUCTOR

Job Description

General

- responsible for the enhanced musical development of those pupils in the school who are selected for instrumental tuition.
- responsible for overseeing the work of Music Instructors in a designated geographical area

Accountability

- accountable to the Area Education Manager

Particular responsibilities in addition to those of Music Instructor

- to ensure that the Area Education Office and Music Development Officer are given up to date timetables of Music Instructor visits
- to meet regularly with the Music Development Officer for discussions on relevant matters concerning the Instrumental Tuition Service
- to disseminate information to Instructors
- to assist other Council personnel in ensuring adherence to administrative practices
- to provide Induction support for new Music Instructors
- to provide general support to colleagues and to assist the Music Development Officer in the running of Area and Regional Instrumental Groups
- any other reasonable professional duties at the request of the line manager

MUSIC INSTRUCTOR

Job Description

General

- responsible for the enhanced musical development of those pupils in the school who are selected for instrumental tuition.

Accountability

- accountable to the Principal Teacher of Music / Faculty Head / Head teacher

Particular responsibilities

- to teach the full range of instruments expected within specific disciplines, to pupils at all stages
- to create performance opportunities and promote ensemble playing where possible
- to liaise with the Music staff or Head teacher on recruitment of new pupils
- to provide a wide range of progressive, stimulating and attractive material
- to keep abreast of curricular developments relating to music, and maintain personal development in the full range of instruments taught
- to provide pupils with a structured programme of work for the periods between lessons, ensuring that information is incorporated into pupil progress records
- to provide pupil reports, based on accurate assessments of pupils work and the subsequent recording of such information
- to ensure that instrumental provision relates closely to the wider Music provision in the school
- to prepare pupils for external exams where appropriate and guide towards opportunities for participation in area/regional ensembles
- to understand the relevance of music-making to small communities
- to contribute to the preparation of pupils who wish to undertake tertiary education in music
- to maintain communications with the Highland Instrumental Unit and Music Development Officer
- any other reasonable professional duties at the request of the line manager

Extract from Music Instructors' Handbook

4. THE ROLE OF THE STAKEHOLDERS

It is important that all involved with instrumental tuition should have a clear understanding of their role.

4.1 Principal Music Instructor

As well as fulfilling the normal role of the Music Instructor as detailed below and in Appendix 1, the Principal Music Instructor should:

- be a point of contact for other Instructors in their designated area
- inform the Music Development Officer of current developments in each area
- provide induction and support for new Instructors as detailed in Appendix 1

4.2 Music Instructors

The Instructor plays a central role in the provision of an efficient and professional service. It is important that the Instructor, pupil and parents – as well as managers – fully understand the range of skills and qualifications required by Instructors to deliver effective lessons. Further guidance on many of the matters below is given in Appendices 2 and 3.

A Music Instructor should be aware of all aspects in the following categories:

Professional – Music Instructors should...

- maintain professional conduct at all times
- encourage progress at an appropriate level for each individual pupil
- maintain a positive ethos and use praise to recognise effort and promote self confidence
- maintain regular communication with colleagues
- take an active part in extended musical activities at school, area and regional level
- be aware of current developments in all aspects of music education
- be aware of relevant professional bodies and organisations

Planning and Assessment – Music Instructors should...

- deliver well prepared lessons
- maintain structured development which takes account of individual needs whilst being aware of area, regional and national priorities
- be involved in the development planning process with senior colleagues at school and regional level
- implement and comply with agreed assessment procedures, maintaining accurate progress information for regular reporting to senior colleagues and parents
- use continuous diagnostic and formative assessment to inform their teaching

Teaching and Learning – Music Instructors should...

- use a range of teaching approaches to make lessons enjoyable, challenging and productive for both pupils and Instructor
- structure lessons to reflect the needs of the individual
- devise and implement strategies for group teaching where appropriate
- promote good practice habits, including the use of practice diaries where appropriate
- set realistic tasks during lessons and for home practice
- expect pupils' achievements to reflect their abilities
- encourage pupils' development of constructive self criticism
- provide opportunities for pupils to perform and listen to others
- encourage pupils to participate in a variety of musical ensembles at all levels

Interaction with pupils – Music Instructors should...

- discuss ways in which to maintain the pupils' interest and motivation
- negotiate short and long term targets with the pupil
- give clear instructions and explanations
- communicate clearly defined expectations of achievement and standards
- listen to pupils and take account of individual needs
- work within health and safety guidelines whilst maintaining good order and discipline
- ensure that pupils are aware of the personal and social benefits of learning to play an instrument

Organisation and Administration – Music Instructors should...

- be efficient in the administration required for the delivery of instrumental lessons
- maintain a good level of communication with colleagues at all levels
- ensure prompt return of all administrative matters
- expect pupils to maintain appropriate preparation and regular attendance at lessons with appropriate entries in the Pupil Progress Record
- investigate and report pupil absences with appropriate administrative action being taken in accordance with school and Instrumental Unit policies
- ensure good maintenance of instruments
- maintain appropriate timetabling of lessons and ensure that their Area Principal Music Instructor and the Music Development Officer have a copy of their weekly timetable
- maintain a Record of Work for each pupil in each school (Appendix 8)
- complete supply and repair requests (Appendix 8) to be forwarded to the Music Development Officer
- communicate personal absence to appropriate schools

4.3 Schools & Educational Management

The school carries the overall responsibility for ensuring that pupils receive a coherent musical education which embraces their knowledge and understanding of music and also their practical, aural and creative skills. It is the duty of the music department and/or Head Teacher to ensure that there is a direct link with Music Instructors in curriculum planning and development. Where possible, the skills gained by pupils through their instrumental lessons should be used in the classroom situation. Each school is responsible for the line management of Music Instructors during their allocated time. Overall line management responsibility beyond this level is the remit of the Area Education Manager.

The Primary Head Teacher/ Secondary Principal Teacher/Faculty Head should...

- oversee management of instrumental programmes
- confirm that Instructors set appropriate long and short-term targets for pupils, using progress records
- through discussion, ensure that pupils are motivated and provide support in instances of poor motivation
- provide and support performance opportunities
- ensure examination requirements are met
- ensure that common reporting and monitoring procedures are in place
- oversee relevant curricular aspects of the instrumental service
- support Instructors in the selection of pupils for instrumental tuition
- undertake line management duties and responsibilities whilst the Instructor is present in the school
- ensure that appropriate accommodation is made available for the Instructors' time in their school
- follow up pupil absences using the relevant standard letters
- provide support for instrumental staff and ensure that there are opportunities for links between class teachers and instrumental staff

- monitor effective learning and teaching in instrumental lessons, and agree the assessment tools used by the Music Instructor
- liaise with the Music Development Officer regarding all aspects of Instrumental teaching
- encourage instrumental pupils to represent their school in area/regional/national ensembles
- make any other arrangements as required for the professional delivery of instrumental tuition

The Music Development Officer should...

- strive to ensure that a high quality of service is provided
- provide effective and efficient administration
- take responsibility for the appointment and deployment of Music Instructors, in conjunction with Principal Music Instructors and Area Education Managers
- organise a range of performance activities for Instrumental pupils
- gather and disseminate appropriate professional information
- organise professional development opportunities and in-service training in conjunction with Principal Music Instructors
- set in place a clear management structure for the maintenance of a professional service and implementation of a service development plan
- work in partnership with internal and external stakeholders
- liaise with schools, Instructors and parents on issues of service delivery
- ensure the maintenance of a policy of equal access to all pupils

4.4 The Pupil

Pupils gain most benefit from an efficiently run instrumental service when they are clear about their responsibilities. Detailed information is included in the pupil practice diary. The main points include the following:

- practise on a daily basis as recommended by the Instructor and noted in the Pupil Progress Record
- attend lessons when required with appropriate equipment and music
- participate in school, area, regional and national activities when invited
- maintain the instrument as suggested by the Instructor. Instruments belonging to The Highland Council may, in consultation with the Instructor, be used for activities other than those offered by the Instrumental Tuition Service, but absolutely no maintenance or repairs should be undertaken by other personnel
- maintain a balance of commitments between school and Regional/Area activities

4.5 The Parent/Carer

Without support from parents/carers, pupils are unlikely to realise their full potential. It might be helpful for parents/carers to be aware that...

- regular practice should be encouraged in an appropriate environment
- a supportive interest in pupil progress is beneficial
- there may be occasion when support for resources and/or music is required
- the parent/carers is ultimately responsible for the care and maintenance of instruments on loan and must not allow anyone other than the Highland Council Music Instructor to carry out or authorise repairs
- contact should be made with the school/Instructor for advice when considering purchase of an instrument
- supplementary lessons on the same instrument from another teacher outwith the Instrumental Service are not advisable.
- encouragement and support for participation in musical activities at all levels is vital
- attendance at live musical performances in a variety of genres is greatly beneficial

5. QUALITY ASSURANCE

5.1 Code of Practice

A Code of Practice which underpins all of the above roles is available at www.scotland.gov.uk/Publications/2003/03/16937/21261. The main elements are as follows:

5.1a Child Protection

- all Music Instructors must have appropriate Child Protection training with updates as and when necessary
- the use of rooms without windows should be avoided wherever possible. In circumstances where this is unavoidable, doors should be fitted with a window
- when teaching on a one to one basis, the guidelines above should be followed. Group tuition should be encouraged whenever possible
- all physical aspects of playing an instrument should be demonstrated by the Instructor and should not normally involve touching the pupil in any way. Should physical contact be unavoidable, e.g. adjusting a hand or finger on an instrument for the correct position, the pupil should be made aware of this teaching strategy
- Instructors are required to undergo Disclosure (Scotland) checks before appointments are confirmed.

5.1b Health and Safety

Many aspects of Health and Safety policy are common sense, but it is sensible to ensure that all stakeholders are familiar with main aspects of such policies and that Music Instructors are familiar with policies within schools they visit. Some of the main issues are:

- pupils should not be left unsupervised at any time
- pupils and staff should not be expected to carry large or heavy instruments or equipment unaided
- lessons should take place in a well lit and ventilated room with appropriate seating
- pupils should be given advice on the correct cleaning and hygiene procedures for instruments. Under no circumstances should instruments/mouthpieces/reeds etc. be shared

5.2 Staff Development and Review

Instrumental staff should be included in the personal development and review procedures in their base school.

5.3 Development Planning

An annual Service Development Plan will be completed by the Music Development Officer. This plan will take account of current and projected Service needs as well as local and national priorities. The plan will be added as Appendix 6 to this document.

5.4 External Evaluation

In line with their normal procedures for evaluating Education Authority services, HMIE may, from time to time, include within these inspections an evaluation of the management of instrumental music services, as appropriate to local circumstances. The quality of instrumental music teaching is evaluated in schools when HMIE inspects music departments. In both cases, it is essential that all personnel adhere to the guidelines and procedures contained in this document to ensure that a cohesive and professional service is maintained.

5.5 Absence Reporting

- Should an Instructor find they are unable to attend work for any reason, the school(s) due to be visited should be contacted as soon as possible.

- Where an Instructor is prevented by sickness from reporting for duty, the Instructor, or some other person acting on their behalf, shall notify the school(s) as soon as practicable.
- Where the absence continues to a fourth day, as soon as practicable the Instructor, or some other person acting on their behalf, shall notify the school/authority of the continuing absence and whether the period of absence is likely to continue beyond a seventh day.
- Where the absence is for between 4 and 7 days of sickness, the Instructor shall complete a self certification form (SAL 21) on return to work.
- Where it is anticipated that the absence will continue beyond the seventh day a self certification form (SAL 21) shall be sent to the Instructor for completion.
- Where the absence extends beyond 7 days of sickness, the Instructor shall submit to his/her base school a doctor's statement to cover the period of absence beyond the 7 days, together with a self-certification form (SAL 21) to cover the first 7 days of absence.

Signed on behalf of the Council

Signed on behalf of the Teachers' Side

Name Bruce Robertson

Name Andrew Stewart

Designation Joint Secretary LNCT

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Date 24 October 2006

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