



Education, Culture & Sport Service

Highland Local Negotiating Committee for Teachers

**LNCT Agreement no. 19
(Revised June 2013)**

Job Descriptions –Instrumental Instructors

THE HIGHLAND COUNCIL
EDUCATION, CULTURE & SPORT SERVICE
PRINCIPAL INSTRUMENTAL 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 Instrumental Instructors in a designated geographical area

Accountability

- accountable to the Music Development Officer
- accountable to the Principal teacher of Music/Faculty Head/Head teacher during allocated time in each school

Particular responsibilities in addition to those of Instrumental Instructor

- to ensure that the Music Development Officer is given up to date timetables of Instrumental 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 Instrumental Instructors
- to provide general support to colleagues and to assist the Music Development Officer in the running of Area and Regional Instrumental Groups
- to support Music Development Officer in delivery of professional review procedures for agreed members of staff
- any other reasonable professional duties at the request of the line manager

Management time entitlement

Principal Instructors are entitled to allocate 1 day per fortnight to management duties. This can be split as necessary or accumulated until an appropriate time for its use is identified which might not have an impact on normal teaching duties expected of the Principal Instructor.

INSTRUMENTAL INSTRUCTOR

Job Description

General

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

Accountability

- overall, accountable to Music Development Officer
- accountable to the Principal Teacher of Music / Faculty Head / Head teacher during allocated time in each school

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 Instrumental Instructor

As well as fulfilling the normal role of the Instrumental Instructor as detailed below and in Appendix 1, the Principal Instrumental 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
- provide advice and support for professional; teaching and administrative matters including planning of CPD
- support the Music Development Officer in the delivery of professional review for Instructors

4.2 Instrumental 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 later in this document.

An Instrumental Instructor should be aware of all aspects in the following categories:

Professional – Instrumental 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
- be aware of current developments in all aspects of music education
- be aware of relevant professional bodies and organisations
- regularly refer to this Handbook ensuring compliance with Service procedures

Planning and Assessment – Instrumental Instructors should...

- deliver well prepared lessons
- maintain structured development which takes account of individual needs whilst being aware of area, regional and national priorities

- 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 – Instrumental 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 possible
- promote good practice habits, including the use of practice diaries
- 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 – Instrumental 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
- maintain good order and discipline
- ensure that pupils are aware of the personal and social benefits of learning to play an instrument

Organisation and Administration – Instrumental 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 response to all administrative matters
- expect pupils to maintain appropriate preparation and regular attendance at lessons with appropriate entries in the Pupil Progress Record
- report pupil absences with appropriate administrative action being taken in accordance with school and Instrumental Service policies
- ensure good maintenance of instruments
- maintain appropriate timetabling of lessons and ensure that their Area Principal Instrumental Instructor and the Music Development Officer has a copy of their weekly timetable
- maintain a Record of Work for each pupil in each school (Appendix 6)
- complete supply and repair requests (Appendix 6) to be forwarded to the Music Development Officer

- communicate personal absence to Music Development Officer and appropriate schools within the agreed procedures

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 Instrumental 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 Instrumental Instructors during their allocated time. Overall line management responsibility beyond this level is the remit of the Music Development Officer who also has a responsibility to act in an Advisory capacity when requested by Managers.

The Primary Head Teacher/ Secondary Principal Teacher; Teacher in charge of music/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 Instrumental 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 Instrumental Instructors, in conjunction with Principal Instrumental Instructors and Senior 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 Instrumental Instructors
- set in place a clear management structure for the maintenance and development of a professional service
- 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
- support a professional review structure for all Instructors
- maintain appropriate absence data

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/carer is ultimately responsible for the care and maintenance of instruments on loan and must not allow anyone other than the Highland Council Instrumental 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. A Highland Council Instructor may recommend additional support when pupils reach an advanced stage.
- encouragement and support for participation in musical activities at all levels is vital. Parents should be made aware of the many educational and personal benefits which can be gained through participation in school, Area & Regional Music Groups
- 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:

5.2 Child Protection

- all Instrumental 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
- in particular when teaching on a one to one basis, the guidelines above must 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.

5.3 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 Instrumental 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

5.4 Staff Development and Review

Instrumental staff should be included in personal development and annual review procedures. AI Instructors should be offered access to appropriate training, including centrally organised events. A record of training requests should be maintained by the Music Development Officer in order to construct an appropriate annual training plan.

5.5 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.

5.6 Absence Reporting - unplanned

If an Instructor is unable to attend work for any reason, the school(s) due to be visited should be contacted as soon as possible by the Instructor or some other person acting on their behalf (as close to the start of the school day as possible and with a request for the school to inform pupils).

It is suggested that the school contact should be made by email to all schools concerned, with the email copied to the Music Development Officer (as soon as possible and certainly within 1 hour of normal work start time), letting staff know

- that you will not be at work
- the reason

Instructors may choose to telephone each school rather than emailing – in this case, a subsequent email to the Music Development Officer or a telephone call to 01349 868218 should be made.

Instructor absence data will be held centrally on the CHIMES management system and stats sent to appropriate Council admin officers monthly in line with Council procedures.

Absences of 1-3 days (including weekends)

Where the absence is for one to three days inclusive, the absence should be reported, but a self certificate form is not required.

Absences of 4-7 days (including weekends)

Where the absence is for four to seven days inclusive a self certificate form must be completed.

Absences of more than 7 days (including weekends)

If absent for more than seven continuous days, including Saturday and Sunday, an Instructor must submit a statement of fitness for work to the Music Development Officer. It may be that a statement of fitness for work has been produced from day one of the absence, so self certification will not be necessary.

If the absence continues, subsequent statements should be sent to the Music Development Officer at the earliest practicable date.

Should the Instructor feel able to return prior to this suggested date, the Music Development Officer must be informed, and the GP must state the Instructor fit to return to work.

If an Instructor falls ill during annual leave, then he/she must endeavour to inform the Music Development Officer at the earliest practicable date of such illness.

Return to work

The Music Development Officer should also be notified of your return to work (by phone or email)

5.6a

Absence Reporting – planned

Should an Instructor require time off from teaching duties for any reasons other than illness, a SAL2 form should be completed and sent to the Music Development Officer.

This form should be used to ensure that all absences from normal teaching duties of $\frac{1}{2}$ day or more can be accounted for within the CHIMES / HIU management system.

Medical / personal appointments should be made after working hours where possible. Should it be essential to attend an appointment during the working day resulting in a $\frac{1}{2}$ day or more away from teaching duties, the Music Development officer should be made aware of this using the SAL2 form. (This can be done retrospectively in situations which mean an emergency or short notice appointment has to be made).

Should the application require authorisation for paid/unpaid leave, it should be sent to the Music Development Officer at the earliest possible date and Instructors will be informed of the decision as soon as possible.