

Northumberland County Council  
**JOB DESCRIPTION**

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| <b>Post Title:</b> Music Tutor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Director/Service/Sector</b> People, Music Partnership North |                                                                     | <b>Office Use</b>         |
| <b>Grade:</b> 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Workplace:</b> Various locations                            |                                                                     | JE ref: 2756<br>HRMS ref: |
| <b>Responsible to:</b> Lead Officer, Music Partnership North - Northumberland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date:</b> 1 <sup>st</sup> September 2014                    | <b>Manager Level:</b>                                               |                           |
| <b>Job Purpose:</b> To provide high quality tuition and ensemble opportunities for children including the development of whole class initiatives as part of the music education hub directive. Music Partnership North is a part of Music Partnership North Hub with partners Newcastle Music, Sage Gateshead and Northumberland College.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                |                                                                     |                           |
| <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                |                                                                     |                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Finance                                                        | N/A                                                                 |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Physical                                                       | Some movement of instruments                                        |                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Clients                                                        | Schools / Parents / MPN Partners                                    |                           |
| <b>Duties and key result areas:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                |                                                                     |                           |
| <div>1. To provide music tuition to pupils of all ages from beginner level to Grade 8+ standard.</div> <div>2. To work as a team member to promote the work of Music Partnership North through good practice and through supporting its development on all levels.</div> <div>3. To work with schools to ensure they are delivering the core objectives within the National Plan for Music Education and to establish good working relationships with school music co-ordinators to ensure effective delivery of tuition.</div> <div>4. To initiate and organise group and individual tuition in schools and develop ensemble opportunities including planning, preparation and delivery, some of which may take place evenings and weekends.</div> <div>5. To set individual, achievable targets and goals for pupils taught - including organisation and administration of examination entries under the direction of MPN Deputy Lead Officer.</div> <div>6. To collect and update pupil data records as specified by Music Partnership North for Arts Council England and assist with all administrative tasks relating to the collection of student information through maintaining accurate, confidential and efficient filing and record systems.</div> <div>7. To undertake regular assessment of pupil progress and provide feedback to pupils, schools, families, both verbally and through Music Partnership North annual reporting systems</div> <div>8. To develop and use a range of resources and schemes of work appropriate to the needs of students</div> <div>9. To assist in the management of the instrument stock as required</div> <div>10. To attend meetings when required e.g. MPN / Parent/ School Partnerships etc.</div> <div>11. To attend appropriate INSET / CPD training to ensure ongoing skills development</div> <div>12. Adhere to the rules, procedures and code of conduct of the County Council and MPN tutor guidelines and policies.</div> |                                                                |                                                                     |                           |
| The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                |                                                                     |                           |
| <b>Work Arrangements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                |                                                                     |                           |
| Transport requirements:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                | Own transport is desirable due to the peripatetic nature of the job |                           |
| Working patterns: evening, weekends and occasionally during school holidays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                | Some evening and weekend work will be required                      |                           |
| Working conditions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                | Normally working within a school environment                        |                           |

## PERSON SPECIFICATION

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| <b>Post Title:</b> Music Tutor, Music Partnership North                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Director/Service/Sector:</b> People, Music Partnership North                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Ref: 2756        |
| <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Assess by</b> |
| <b>Knowledge and Qualifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| <ul style="list-style-type: none"> <li>Awareness of policy and practise relating to music education</li> <li>Minimum Grade 8 or equivalent professional performance standard</li> <li>Knowledge of musical development and progression</li> <li>Knowledge of teaching repertoire, methods and strategies relevant to instruments taught</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>QTS, degree or diploma status</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| <b>Experience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| <ul style="list-style-type: none"> <li>Experience of working with young people through music</li> <li>Experience of performance</li> <li>Experience of teaching mixed ability groups and differentiating planning, presentation and delivery in accordance with this</li> <li>Experience of planning schemes of work to maximise progression and achievement in students</li> <li>Experience of using ongoing assessment strategies to inform future planning and delivery</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Experience of music teaching from beginner level to grade 8+</li> <li>Large group / whole class teaching experience</li> <li>Developing pupils skills through ensembles</li> <li>Preparing ensembles for public performance</li> <li>Preparing students for graded music exams</li> </ul>                                                                                                                                                                                                                            |                  |
| <b>Skills and competencies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| <ul style="list-style-type: none"> <li>Ability to work in a team and on own initiative</li> <li>Ability to establish effective working relationships with colleagues, pupils, parents and schools</li> <li>High standard of musical presentation, performance and communication skills</li> <li>Ability to motivate students and manage behaviour appropriately</li> <li>Ability to work effectively with schools to develop an awareness of the benefits of engagement in music and an understanding of musical development with teachers and schools leadership teams</li> <li>Ability to contribute to the development of the school music curriculum both in and out of school, giving advice and guidance where appropriate and linking own teaching within the wider context of the school music curriculum</li> <li>Ability to teach musical notation</li> <li>To contribute to the development of music provision and support to schools and students as part of Music Partnership North</li> </ul> | <ul style="list-style-type: none"> <li>Ability to play and teach instruments other than main specialism</li> <li>Arranging / composing skills</li> <li>Knowledge of music technology such as Sibelius</li> <li>Understanding of curriculum music</li> <li>Flexibility to adapt to a variety of group teaching situations</li> <li>To contribute to the development of new projects and initiatives within Music Partnership North</li> <li>To contribute to the wider vision of Music Partnership North and it's place regionally and nationally</li> </ul> |                  |
| <b>Physical, mental and emotional demands</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| <b>Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| Must be able to meet the transport requirements of the post                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |
| Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |