Hertfordshire Music Service

Hertfordshire Music Service Instrumental & Vocal Teacher Job Description

Job Title	Instrumental Teacher - Classroom Instrumental Learning Violin & Strings teacher
Area	East and North Hertfordshire
Salary Range	FTE Salary: £31,293.48 to £38,480.40 FTE (pro rata) Variable Hourly Rate: £28.98 to £33.64 per hour (inclusive of holiday pay) £25.73 to £29.88 per hour (exclusive of holiday pay) Please note that the hourly rate paid each month is exclusive of holiday pay. Holiday pay is accrued separately based on hours worked and paid three times a year in January, May and September.
Contract Type	**Variable**
Closing Date	**2nd December 2026**
Interview Date(s)	**10th December 2026**
Start Date	**22nd February 2027**
Interview Location	Mid Herts Music Centre - Hatfield
Application	**HMS Application form and covering letter**
Email	**musichr@hertfordshire.gov.uk**

Employment Contract: Hertfordshire County Council – Hertfordshire Music Service Terms and Condition

Location: **Based in the East and North Herts Area of Hertfordshire,** with a need to attend various locations as required

Commitment: Variable hours contract

Main Responsibilities

Your main duties may include, but are not limited to:

- Facilitate and encourage the learning of a range of progressive musical skills, enabling children and young people to learn, in an enjoyable way, to play an instrument, to sing, rap, compose or use music technology.
- Deliver high-quality individual, shared and small group lessons across a range of settings and ensure the activities align to the ambitions of the HMS Teaching and Learning Standards Framework.
- Role model a supportive and inclusive learning environment for all students.
- Use musical repertoire/material that represents different styles, genres, cultures, and traditions.
- Plan lessons that suit the needs and interests of all learners through a range of teaching and learning strategies.
- Monitor, assess and report on musical, personal and social progress, including written reports once per year.
- Signpost and monitor the uptake of progression opportunities.

- As required, lead musical ensembles, whole class ensemble tuition and/or Creative Music Nurture Groups where competencies or training allow, preparing suitable material, monitoring outcomes, and supporting performance or recording opportunities.
- Work as part of a team and foster positive relationships with all school-based staff, HMS colleagues and partner organisations.
- Communicate with other professionals about students' learning needs, to identify and remove barriers to progress and welfare (for example, school SENCO).
- Regularly reflect on and develop your own professional practice; to undertake a range of Continuing Professional Development, training, and networking opportunities. This will include usual performance management.
- Prepare students for a range of suitable informal or formal exams or accreditations where relevant.
- Keep registers and undertake other administrative tasks necessary to the smooth running of activities, including supporting overall organisational evaluation.
- Observe all HMS policies including Safeguarding and Health & Safety; promote and safeguard the welfare of children and young people, with a mandatory responsibility to report any identified concerns to the relevant professional.
- Contribute to local musical communities by supporting or performing at concerts, courses or workshops as required.
- Support and contribute to the achievement of the HMS Musical Voices vision objectives.

Key Competencies

Essential:

- Ability to inspire and motivate students to meet their musical potential
- Ability to share a passion for music making
- A high level of proficiency in your area of specialism e.g., instrumental/vocal teaching, performance, or song writing / composition
- Ability to reflect and learn from past experiences and a willingness to develop new skills and competencies
- Ability to plan and deliver high-quality learning experiences to engage and progress a wide range of students, musically, personally, and socially
- Ability to create a safe learning environment in individual, shared and small group settings, and to communicate effectively to build positive relationships with a range of students and colleagues
- Ability to relate and listen to a range of young people to plan activities that respond to their interests and needs
- Ability to use ICT for administration tasks

Desirable:

- Strategies for managing learning in ensemble and/or whole class settings: how to 'read the room' and create learning that offers a level of challenge and independence appropriate to age, ability, capacity, and context
- Experience of enabling teacher colleagues to reflect on, refine and develop teaching practice to meet the needs of students

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- Confidence to innovate and try new approaches in teaching
- An ability to work flexibly, responsively, and calmly under pressure
- Emotional intelligence: understanding of how music can benefit the whole child/community
- Ability to encourage independent learning across a variety of genres

Person Specification

Essential:

- Passionate about making and sharing music with all learners
- Experience of learning, creating, performing and/or facilitating music education
- Understanding of the benefits of different ways of learning music
- Understanding of the barriers that young people may face to making music
- Understanding of how learning music supports personal and social development
- Understanding of what motivates young people to learn
- Experience of rising to a challenge, and knowledge of when and how to seek support
- An interest to deliver a child-centred learning experience which values and responds to the needs and interests of individuals, within and beyond your musical specialism
- A strong interest in supporting the strategic aims of HMS, advocating for the power of music education, supporting ongoing student recruitment and both school and community engagement.

Desirable:

- Experience of helping others to develop musically, personally, or socially
- Experience of teaching or facilitating learning/development in a range of settings, which may include school, youth, or community settings
- Knowledge of how to differentiate teaching to the interests, needs, and learning styles of a wide range of children and young people
- Experience of developing and adapting resources to respond to learners' interest and needs
- Awareness and appreciation of the educational value of a diverse range of musical genres and practices

Safeguarding, Diversity & Inclusion

Hertfordshire Music Service and Hertfordshire County Council is committed to enabling all children and young people, regardless of background or circumstances, to discover or develop their unique musical 'voice' and express themselves through the language of music.

Safeguarding and promoting the welfare of children, young people and vulnerable adults are of paramount importance, and both Hertfordshire Music Service and Hertfordshire County Council expects all colleagues to share this commitment.

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We are proud to be a Disability Confident employer and guarantee an interview to anyone disclosing a disability whose application meets the minimum criteria for the post.

An enhanced DBS ‘Disclosure and Barring Service’ check for regulated activity and the Children’s and Adults’ Barred List checks will be required for this role.

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