

Inclusive Instrumental Music Teacher Job Description

Section 1. Knowledge and Experience

Essential: what they come with

- Experience of learning, creating, performing or facilitating music at a high level
- Understanding of 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
- Emotional intelligence

Desirable: and/or what they can develop

- 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

Section 2. Skills and Competencies

Essential:

- A high level of proficiency in your area of specialism, e.g. music technology, instrumental or song-writing
- Ability to plan and deliver high-quality learning experiences to engage and progress a wide range of pupils, musically, personally and socially
- Ability to create a safe learning environment, and to communicate effectively to build positive relationships with a range of pupils and colleagues
- Ability to relate and listen to a range of young people to plan activities that respond to their interests and needs.
- Strategies for managing learning in groups: how to 'read the room' and create learning that offers a level of challenge and independence appropriate to age, ability, capacity and context.

Desirable:

- An ability to reflect on, refine and develop teaching practice
- 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

Section 3. Responsibilities

Group decided not to keep essential and desirable categories for this section

- Inspiring young people with a love of learning and making music
- Involving young people in planning how they want to learn and make music
- Developing resources and adapting practice to suit the needs and interest of all learners
- Monitoring, assessing and reporting musical, personal and social progress
- Signposting and monitoring uptake of progression opportunities
- Communicating with other professionals about pupils' learning needs, to identify and remove barriers to progress and welfare...e.g. talking to SENCOs.
- Following best practice in safeguarding, equality, diversity and inclusion
- Maintaining progression development, including participating in and contributing to services' quality management and CPD programmes
- Supporting the strategic aims of the music service.

This document was co-created by music service representatives from across England, as part of a 'Task and Finish' group within the Changing Tracks music services inclusion programme.

It is intended to be a helpful resource that can be used and adapted by other music services.

*Changing Tracks is funded by Youth Music and led by Hertfordshire Music Service.
Find more inclusion advice and resources at: www.changingtracks.org.uk*

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