



# JOB DESCRIPTION

## MUSIC TUTOR

**RESPONSIBLE TO:**

**Headteacher and Head of  
Primary Music**

**MAIN CONTACTS:**

**Headteacher, Class Teacher, Parents/Carers,  
External Agencies**

### JOB PURPOSE

To collaborate with the Head of Primary Music in planning and delivering programmes of teaching and learning activities for classes. Undertaking educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction of the Head of Primary Music.

### MAIN RESPONSIBILITIES

- To plan, prepare and deliver assigned programmes of teaching and learning activities, modifying and adapting activities as necessary to ensure individual needs are met
- Use teaching and learning objectives to plan, evaluate and adjust lesson plans; monitor pupils' responses to learning and use detailed knowledge and specialist skills to support pupils learning
- Use a range of assessment strategies to assess, record and report on development, progress and attainment, providing objective and accurate feedback and reports including the provision of appropriate evidence to inform assessments and next steps planning
- Liaise with staff and other relevant professionals including those from external agencies to ensure information is shared as appropriate
- To manage pupil behaviour in line with agreed policy to promote self-control and independence
- Support pupils with pastoral care to provide a supportive learning environment for pupils where individual needs are met

### OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### COMMITMENT & MOTIVATION (LEVEL 3)

- Effectively liaises with people at all levels in a variety of situations, adapting behaviour as appropriate
- Is innovative and creative and demands high performance or results from others by setting clear goals and standards
- Proactively identifies own needs in response to new initiatives, taking ownership of on-going professional development whilst proactively seeking feedback to improve efficiency and effectiveness of own practice
- Monitors performance against clear standards, providing appropriate feedback
- Takes multiple actions to achieve goals recognising need to refer to others for specialist advice & expertise
- Focuses on removing barriers to learning

### PROBLEM SOLVING & DECISION MAKING (LEVEL 2)

- Shows openness to new ideas and makes timely, confident decisions on a day to day basis
- Takes ownership and makes decisions that are achievable based on the appropriate information
- Uses initiative to make decisions without formal guidelines
- Gathers all relevant information to make informed decisions
- Analyses statistical information based on issues / trends to support decision making
- Takes ownership of problems and trials new approaches to reach a successful resolution

### PLANNING & ORGANISATION (LEVEL 3)

- Delegates tasks, responsibilities and maximises use of resources
- Effectively plans engaging activities that will encourage participation and improves results
- Maintains awareness of whole academy context and its implications on own role
- Recognises cause-effect and plans logically to deploy resources
- Identifies and uses appropriate materials and activities to ensure progress
- Contributes to the development and implementation of academy improvement plan

### IMPLEMENTING CHANGE (LEVEL 2)

- Understands the purpose and expected outcomes of planned change and actively supports change through effective engagement at team level
- Identifies opportunities for contributing to positive change
- Understands and uses effective planning techniques
- Understands stakeholder expectations and how they impact the process
- Understands the culture of the Academy and seeks opportunities to review current practice
- Is aware of individual resistance to change and behaves in a supportive way towards them
- Ensures appropriate administration for governance

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### MANAGING OBJECTIVES (LEVEL 3)

- Effectively controls the job by planning time, activities and resources
- Manages to achieve goals and shows a detailed understanding of the academy
- Establishes networks to access information, to carry out complex research and benchmarking
- Has sound understanding of legislation and the implications for own area of responsibility within the academy
- Understands national trends and developments and assesses impact on academy
- Plans, implements & evaluates activities that meets the needs of all pupils
- Sets challenging goals that leads to individual and whole class progress
- Constantly monitors performance and reviews working practice
- Set and achieves medium term goals identifying and managing resources
- Informs the vision, values, learning styles, management styles and ethos of the academy in an inclusive manner

### RAISING STANDARDS (LEVEL 2)

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own performance against outcomes, make improvement suggestions or take corrective action

### CUSTOMER FOCUS (LEVEL 3)

- Calms volatile situations, dealing effectively with difficult pupils and stakeholders
- Plans and delivers under guidance
- Provides a formal assessment of needs, designs and implements tailored services to meet varied needs
- Understands key factors affecting progress
- Establish mechanisms to seek out and respond to feedback from pupils & stakeholders
- Ensures the safeguarding and welfare of pupils
- Has full regard for H&S in all of their actions. Identifies problems and implements change as required

# PERFORMANCE STANDARDS FRAMEWORK

## COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

### COMMUNICATION (LEVEL 2)

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

### IMPACT & INFLUENCE (LEVEL 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Trust's aims and objectives.

### TEAM WORKING (LEVEL 3)

- Seeks the opportunity to work with others to improve performance
- Actively responds to dialogue and coaches and advises colleagues
- Represents the Primary Music team effectively

### QUALIFICATIONS & SKILLS (LEVEL 5)

- Relevant music qualification
- Experienced in teaching including practical, theoretical and procedural knowledge in the teaching of music