

Double Bass Teacher

Appendix 1:

Terms of Reference

The Services to be provided by the Contractor under this Agreement are:

Music Teacher

This job description may be amended at any time following discussion between the Headteacher and the Contractor and will be reviewed annually.

Core Purpose

- To support the delivery of the music curriculum throughout the school, delivering high quality teaching and learning through Bass and Musicianship Lessons
- To inspire children to love music, performance and creativity and to aim high in their work
- To instil in children a life-long appreciation of music created by others.

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice of our school, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them

Teaching and Learning

Planning

- Identify clear teaching objectives and specify how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Identify and provide opportunities for learners to develop literacy, numeracy, communication and learning skills as appropriate within their phase and context.
- Seek to innovate in the experiences planned for children

Subject Knowledge

- Have a secure knowledge and understanding of the music and the school's music curriculum including: the contribution music can make to cross-curricular learning, recent relevant developments, and related pedagogy.

- Know and understand the school's framework for music and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Management of Learning

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify children with additional needs and adapt provision accordingly
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to children, give attention to errors and misconceptions
 - iii. select appropriate learning resources
 - iv. promote creativity and a range of learning experiences
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Child Centred Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children.
- Know the local arrangements concerning the safeguarding of children.
- Know how to identify potential child abuse or neglect and follow safeguarding

procedures.

- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.