

TBMH Freelance Music Practitioner (Instrumental / Vocal): Role Overview

1. ROLE PURPOSE:

- To deliver high-quality musical learning, that demonstrates impact of musical progression
- To actively promote and champion Tri-borough Music Hub activities
- To actively contribute to the musical life of schools and other settings

2. DESCRIPTION OF DUTIES:

The freelance practitioner/tutor will work in liaison, contact and co-operation with:

- The Managers of the Tri-borough Music Hub
- Other members of staff of the Tri-borough Music Hub
- The schools/settings in which they are allocated teaching
- Parents, governors, and the local community
- Organisations and networks relevant to the teacher's specialism.

Expectations of all practitioners/tutors. As a matter of accepted good practice:

i) Planning

To plan and prepare schemes of work and individual lessons, appropriate to the needs, interests, experience, and existing knowledge of the pupils in their care.

ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups, or individual pupils, and to set tasks to be undertaken both in lessons and elsewhere, including home practice.

iii) Marking and recording

To mark and assess pupils' work and to record their development, progress, and attainment both in lessons and elsewhere, including home practice.

iv) Discipline and relationships

To maintain good order, discipline, and respect for others amongst pupils; to promote understanding of the TBMH rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

v) Communication with customers (schools/families)

To build and maintain co-operative relationships with schools (parents/carers as appropriate), and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

vi) Reports

To provide or contribute to oral and written assessments, reports, and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

vii) Administration

To carry out admin tasks connected to music teaching ensuring that all deadlines are met.

viii) Review

To evaluate and review their own teaching methods, materials, and schemes of work, and to make changes as appropriate.

ix) Professional development

To keep up to date with current educational thinking and practice, both by study and by attendance at courses, workshops, and meetings. At their own discretion, freelancers will have the option to engage with self-assessments supported by the TBMH.

x) Wider context

To take part in the wider life of schools and borough by, for example, attending assemblies, school concerts, ensemble concerts, registering the attendance of pupils, and supervising pupils taking part.

xi) Equality policies

To ensure that subject-matter and learning resources reflect TBMH and school equity, diversity, and inclusion policies, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (x) above.

xii) Other duties

The above list of duties is not exhaustive. The postholder may also carry out any other duties as required, within the general remit of the post to ensure high-quality musical learning.

Salary

All tutors will be engaged as Freelance Music Practitioners and will be responsible for their own self-employed tax and National Insurance arrangements. As such, the TBMH does not pay contributions to National Insurance; Pension; or Holiday Pay. Tri-borough Music Hub will offer to pay freelancers at standard hourly rates of remuneration. For one-off or occasional work, rates are negotiable.

Freelancers will submit invoices to TBMH within specified deadlines. Tutors will be paid either:

- £33.29 per hour: Small group teaching/support Tutor (whole-class) rate (**£34ph from Sep 24**)
- £36.98 per hour: Lead Tutor rate (whole-class lead Tutor, ensemble leading large groups, or delivering the 1-day fixed location curriculum offer). (**£37.50ph from Sep 24**)

Engagement of Teaching

- The TBMH has a Panel of Instrumental/Vocal Tutors populated by musicians who have gone through a recruitment process involving:
 - Providing CV & cover letter evidence of their appropriate experience/qualities as a music educator
 - An interview with TBMH Managers to further explore experience/qualities as a music educator
 - All tutors having an Enhanced DBS registered with the Update Service and attending annual Level 1 Safeguarding training
- Tutors are engaged on a freelance basis based on their availability matched with the level of buy-back from schools via Service Level Agreements or from families for out-of-school learning.
- Neither Tri-borough Music Hub nor the freelancer are obligated to provide / be available for any specific amount of work (e.g. there is no minimum hours per week expectation).
- For the avoidance of doubt, an agreement that you work at any school does not imply any agreement that you will continue to work at the same school the following school term or school year.

3. **DIMENSIONS:**

Generic Teaching Expectations

Tutors will plan lessons against an appropriate teaching framework of their choice, and monitor and record the progress of pupils to ensure they are developing secure skills, knowledge and understanding of holistic musical learning. As a matter of accepted good practice:

- Tutors will write reports for their pupils to reflect their progress and achievements.
NB: for whole-class programmes one report per class will be required.
- Tutors will honour their teaching commitments by being reliable, consistent, and diligent in their approach to all agreed work, in order to provide continuity and professionalism to all schools and pupils.
- Where appropriate, Tutors will prepare and enter their pupils for examinations.
- When appropriate, Tutors will contribute to wider Music Hub/School/Setting performances/events and prepare their pupils appropriately.

Individual and Small Group Lessons

- Tutors will teach pupils in either individual or small groups, ranging from one to five pupils, normally in 30-minute blocks.

NB: Schools can choose to change the lesson length/size of group according to their local need.

Whole-class Instrumental Learning Programmes (Lead Tutor role; Support Tutor role)

When two Tutors work together the following system will operate:

- The Lead Tutor will be responsible for the overall delivery of the programme, and will co-ordinate the teaching dates, the direction of lessons and report writing with the music co-ordinator or designated school contact. The Lead Tutor is paid an additional 30 mins (15 mins PPA; and 15 mins set-up/pack down) per week.
- The Support Tutor will work alongside the Lead Tutor to support the development of instrumental skills within the programme of learning, and will be responsible for setting up/packing down instruments and other resources in the teaching space. The Support Teacher is paid an additional 15 mins (setup/pack down) per week.

4. ADDITIONAL INFORMATION FOR FREELANCE PRACTITIONERS

CPD

- The Tri-borough Music Hub runs CPD for freelance Practitioners at least once each term. These are not compulsory but are highly recommended. Practitioners are paid to attend CPD with rates set out in invite emails.

Quality Assurance

- The Hub will undertake quality assurance observations of the Practitioners it engages, via a self-assessment and support visit structure. The purpose of this is focused on ascertaining whether or not a Practitioner meets a minimum satisfactory standard of practice, and also to provide feedback should the Practitioner request it. There is no formal performance management-type structure associated to this, observed teaching is not graded, and feedback is not provided to the Practitioner as a matter of course. However, if a Hub school or the Hub have any concerns over the quality of teaching, or if there has been little or no progress in the quality of teaching over an agreed period of agreed, then Practitioners may be removed from the teaching panel.
- Practitioners are welcome to ask for feedback at any time should they wish to in order to benefit their good practice. Practitioners may choose to seek advice from the Hub as to how they could improve their practice and this advice and support would be given and received on a voluntary basis.

In-school Teaching

- Practitioners providing specialist curriculum enhancement or CPD services are advised to liaise with Hub schools to ensure their services and teaching approaches are suitable within the school's broad and balanced curriculum. Practitioners are not directed by any specific methodology unless a certain methodology is intrinsic in the brief to which they have been engaged. Even where this is the case, the Practitioner would remain free to determine the detail of the planning and content of their delivery within an established and accepted broader pedagogy. Practitioners can choose whether (or not) a student should follow an instrumental examination route and use whichever examination board they prefer. The Practitioner is entitled to decide on instrumental progression routes (e.g. ensemble activities) and preferred teaching resources.

DfE / ACE Data Requests

- The Hub is required to provide accurate annual diversity monitoring information to the Department for Education and/or Arts Council England, therefore Practitioners will be asked to provide this information to the Hub on an annual basis.

5. SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	Freelance Music Practitioner (Instrumental / Vocal)
-------------------	---

Conditions to Note:

Candidates:

When writing your cover letter and shaping your CV, please ensure that you:

- Clearly demonstrate evidence of your appropriate experience/qualities as a music educator.
- Clearly demonstrate how you meet our values of: Inclusive—Exceptional—Inspiring—Progressive—Sustainable; with representation, equity, diversity, and inclusion at the core of our work.
- Address your answers directly to each of the selection criteria below.

This enables the Music Hub to assess your ability to meet each criteria.

A	<p>Equal Opportunities Demonstrate an understanding of and commitment to policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.</p>
----------	--

B	Qualifications <ul style="list-style-type: none"> • Music Degree or equivalent • Grade 8 (or equivalent) in first instrument
C	Skills; Experience; and Attitude <ul style="list-style-type: none"> • Demonstrable/clear evidence and experience of teaching pupils over a period of time to show musical progression and development • Excellent up to date knowledge of the skills involved in teaching specific instruments/voice/ensembles • Knowledge of repertoire and teaching resources for teaching individual, small group, and whole-class lessons • Experience of conducting and/or accompanying • Knowledge of a wide range of musical genres and styles • An accomplished and experienced musician • Experience of entering pupils for music examinations • To be able to manage a number of children with varying needs • To be able to work within a team • Good interpersonal skills • To be able to liaise with customers (schools/parents/carers) when necessary, ensuring satisfaction with the service • To deal sympathetically with complaints and disputes • To write concisely and effectively • Ability to create and maintain good working relationships • Ability to think strategically, creatively, and innovatively • Ability to prioritise and work flexibly • Ability to generate enthusiasm and commitment from other people • Ability to work sensitively and collaboratively • Ability to travel between schools and music centres

ABOUT THE TRI-BOROUGH MUSIC HUB

Who we are:

The [Tri-borough Music Hub](#) (TBMH) is the award-winning lead organisation that oversees the delivery of music education in the three West London boroughs of Hammersmith and Fulham, Kensington and Chelsea, and the City of Westminster. We work with schools, pupils, music educators and the community. We are a centralised Local Authority service which receives core funding from the Department for Education via Arts Council England. We operate a shared-services model across three Local Authorities to deliver an expansive programme of musical learning, in and out of school.

Alongside the three LAs, the TBMH Strategic Partners are the Royal Albert Hall and the Royal College of Music. In addition, a quality-assured group of delivery partner organisations work to meet the TBMH's strategic aims and positively contribute to our stakeholders. For more information about the work of the TBMH see annual reports [HERE](#).

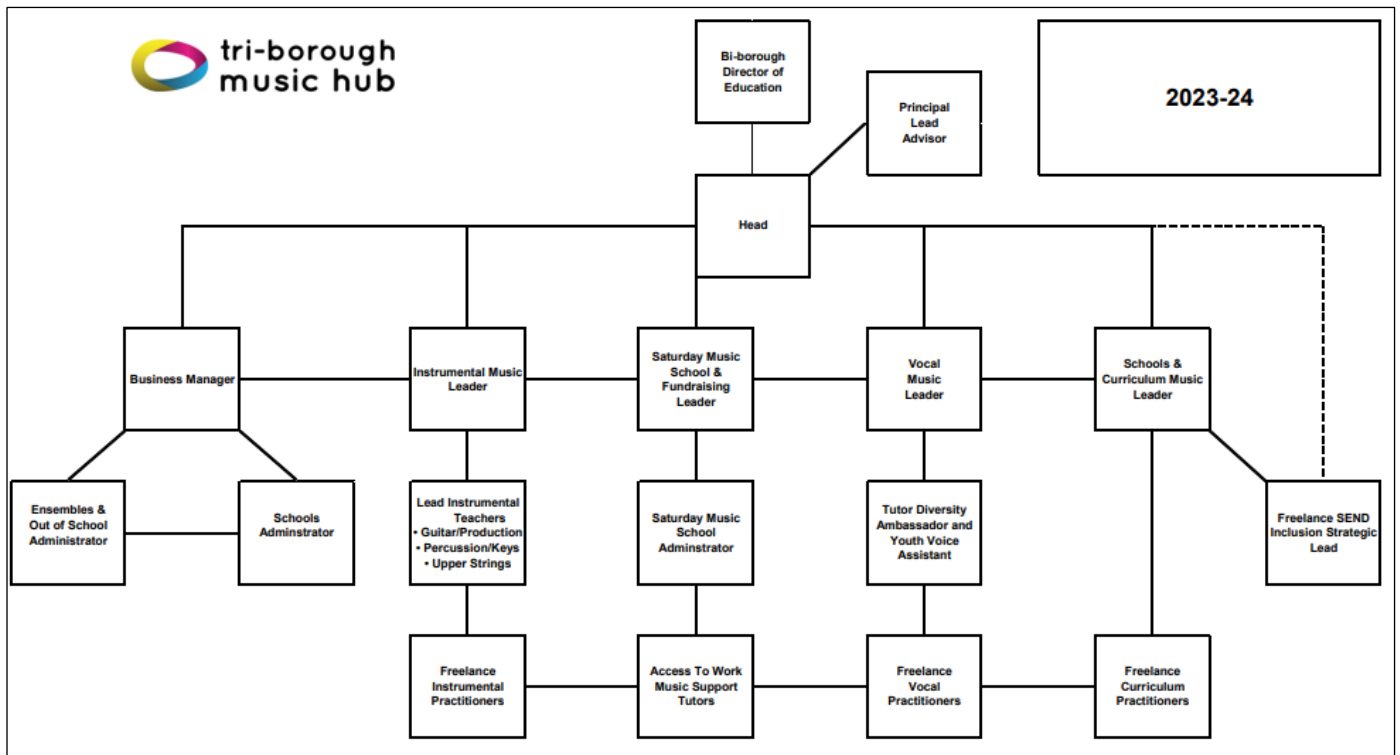
Vision

Our **vision** is for every child or young person – whatever their age, ability, or life circumstances – to have their voice heard, to feel included, and to be able to access enriching and relatable musical experiences.

Mission Statement

Our **mission** is to provide a broad range of progressive and inclusive musical pathways and opportunities for all Children and Young People to develop a life-long love of music and realise their musical potential whilst developing their personal and social identity. We aim to expose Children and Young People to a range of music that broaden horizons and provide holistic musical learning by making connections that support a sense of cultural identity and belonging in our community.

We will work closely in partnership with outstanding music and education organisations that are committed to our ethos. Together we will strive to embed best-practice, and implement visionary and effective models of partnership work to ensure comprehensive routes of engagement, opportunity, and progression for learners.



TBMH Priorities

The TBMH has its own locally agreed focus priority areas, which link to our overall music strategy ([click HERE](#)), based on need. Everything is underpinned by innovative music education which ensures all TBMH, and partner, activity follows our values of: **Inclusive — Exceptional — Inspiring— Progressive — Sustainable**, with **representation, equity, diversity, and inclusion** at the core of our work:

1. Musical development of children and young people

To support musical progression through a broad range of outstanding and fully inclusive musical pathways for children and young people, with Youth Voice embedded in our work

2. Enhancing music provision in schools and settings

To engage with all schools to enhance the delivery of an effective music curriculum by supporting access to high-quality music education opportunities

3. Developing the music workforce

To provide a broad range of effective continuing professional development opportunities for the wider workforce that enhances the quality of music education delivery for young people

4. Family and community engagement / Events

To support families in our community by ensuring that financial access is not a barrier to pupils' engagement in music education opportunities led by ourselves and our diverse range of partner organisations

Key Themes in the evolution of the TBMH

Four common themes have emerged from our 2021 stakeholder ([HERE](#)) consultation and research, which highlight the challenges that need to be overcome in order to deliver the best possible service.

- **Access, diversity, and inclusion:** Ensuring all children and young people who wish to access our services can do so
- **Children's enjoyment and wellbeing:** Providing enjoyable activities for children and young people and supporting their health and wellbeing as we emerge from the challenges of the pandemic
- **Youth voice:** Ensuring that young voices are at the heart of our offers and the decisions we make as a service
- **Relationships and communication:** The importance of listening to and communicating clearly with our audiences, partners, service users and workforce.