

Musician Teachers and Tutors – duties and responsibilities

All ArtForms staff are governed by the Leeds City Council Employees' Code of Conduct.

All teacher and tutor staff will undergo Performance Management and Continual Professional Development (CPD) procedures in line with the ArtForms policy. Each year contains five Training Days. The remaining weeks will be spent in delivering learning.

You will receive a visit from your line manager or other senior staff at least once each year at one of your schools, which forms part of the performance management programme.

At the beginning of July you will receive a list of your schools for the next academic year and you are expected to arrange the timetable according to the needs of the schools, wherever possible by the end of the summer term. You are asked to be as flexible as possible, but should allow ten minutes plus travel time between visits and sufficient time for breaks. If you are experiencing particular difficulties, please contact your manager.

Please contact the Administration Co-ordinator immediately if any school wishes to permanently extend the length of visit. He will send the school a form and issue a revised cost sheet. He will re-calculate your appointment and the Senior Support Assistant will instruct Payroll Section to amend your salary.

ArtForms Music staff should:

- Teach musical and instrumental/vocal skills to groups and/or individuals of any standard so as to help them to reach their full potential.
- Support schools in their delivery of the National Curriculum for Music.
- Provide specialist input into the preparation of pupils for external examinations such as GCSE and 'A' level as appropriate, and the ArtForms Colour Awards.
- Familiarise themselves with behaviour management policies at the school where they work, and make appropriate use of rewards and sanctions.
- Familiarise themselves, and follow, the dress code of the schools in which they work.
- Adopt a level of address with pupils appropriate to the role: it is not appropriate for pupils to use adults' first names in a school setting.
- Make good use of time lost to school training days or pupil unavailability.
- Include in their timetable lunch and coffee breaks, outside their contact hours.
- Demonstrate their main instrument to groups or classes.

- Assist (where appropriate and by agreement) with a reasonable number of school concerts or performances which may take place outside normal school hours.
- Maintain contact with the management of schools in which they teach and work in close consultation with school staff on matters concerning the selection of pupils, pupil numbers and grouping, progress and attendance.
- Assist in the selection of pupils where needed by ability and potential only, in accordance with the Authority's policy on equal opportunities.
- Keep adequate records of pupils' attendance and progress and provide written reports.
- Instruct pupils in the care and maintenance of their instruments.
- Make sure that the ArtForms Instrumental Pupils' Register is completed for every session and deposited with the school before leaving.
- Help schools with the day-to-day, small-scale maintenance of instruments.
- Perform for school children as needed.
- Attend courses to promote their professional development.
- Be involved in coaching ensembles organised centrally, residential courses and other one-off events (such involvement will be negotiated individually).
- Complete and return promptly any paperwork/information requested by ArtForms, including data requested for government surveys and pupil information for the Paritor/Ensemble system (2/3 times per year).

Records of Achievement and Writing Reports

All pupils like to be told when they are doing something well. They like it even better if they've got a piece of paper to say so. We have designed various documents to be used by teachers as a means of marking achievement.

You are expected to document achievement through setting **Targets** each term, noting in particular good work as it happens, possibly making a note in the pupil's planner, and recording on your *Lesson Notes*.

Award schemes operate for Brass, Guitar, Keyboard, Percussion, String, Vocal and Woodwind, as well as for whole class learning – the record cards are available from the office. When the pupil has achieved the colour award, please complete the pro forma and return to the ArtForms office. The office staff will then issue the certificate and send it to the pupil's Head Teacher to be given out during an assembly. The Award Schemes can also be used within the Music Centres.

Schools sometimes provide **report forms** themselves. Otherwise, please use the **ArtForms Report** form. Teachers' comments should include some positive and

specific evaluation, underlining what the pupil has done well, as well as some points for development.

Please make sure that you write a report for every pupil, and give it to the school to pass to the parents. Pupils learning as part of a whole-class should be given an annual summary of learning. Schools sometimes forget to ask for them but it is still important that parents should learn how their children are progressing.

It is worth checking with the Head of Music/Music Co-ordinator within the school to find out when pupil reports are sent home by the school. This means that your instrumental report can be included at the same time (see 'Teachers Forms and Templates' in the Staffroom area of the website to download an End of Year Report Form).

Conduct of Small Group and Individual Lessons for Musician Teachers

General:

- An ArtForms professional should always act in a way which is acceptable to and within the ethos of the school which he/she is visiting. It is your responsibility to find out how the school expects you to respond to such things as bad behaviour, lateness, repeated failure to practise or to bring an instrument.

Accommodation:

- The school is responsible for providing suitable accommodation. The room should be clean, have adequate ventilation and lighting and must be large enough to accommodate the groups of pupils. It should also be possible for other people to observe what is going on during the lesson from outside/inside.
- If you feel uncomfortable about your accommodation make sure that the appropriate people in the school know about it and have an opportunity to improve the situation. Let the Head of Music, ArtForms know, in case intervention becomes necessary at a later date.
- If you are teaching in an isolated location when the school is not in session, consider moving to a room where other people are nearby.
- In any room, ensure that the exit for children is not obstructed either by people or objects, and particularly not by you.
- You should always teach in a room which has a window or glass panel in the door. However, if you are in a room into which people cannot see:
 - Leave the door open when possible and practical to do so.

- Positively invite the music teacher/secretary/Head teacher to pop in at any time while you are teaching.
- Establish a 'knock and walk in' rule rather than having children waiting outside.
- Register your concerns about there being no window in the door and ask the music teacher or Head Teacher to see if modifications could be undertaken as soon as funds allow.

Physical contact:

To protect your pupils, and to protect you:

- Always consider whether or not it is necessary to touch a pupil in any way to teach a technical point, and choose a 'non-touch' option in every case if possible.
- Find ways of congratulating other than the friendly tap on the shoulder or arm.
- Do not tap out a pulse on any part of a pupil's body.
- Model and demonstrate good technique before explaining: this might remove the need for any physical contact.
- If it is essential to touch a pupil, for instance, to change the way he/she holds an instrument :

Ask the pupil if he/she minds the physical contact

Announce your intentions very clearly and involve the other children so they see exactly what is happening (e.g. "Look, I want you all to watch how I am moving John's wrist").

Don't make contact unless there are others present in the room to see clearly all that happens – invite a colleague or member of school staff to come in to the lesson if possible.

- It is never right to touch children round the chest, waist, diaphragm or ribs in order to teach breathing. It is not acceptable to ask them to touch you, nor is it acceptable to ask them to touch each other.