



Job Description and Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Job Title:	Teacher of Trumpet / Upper Brass
Summary of the role:	Teaching Trumpet / Upper Brass to students in both Junior and Senior Schools
Line management responsibility for:	N/A
Safeguarding requirements:	<ul style="list-style-type: none">• Engage in regulated activity relevant to children• Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
Main duties and responsibilities:	<ul style="list-style-type: none">• Teaching Trumpet / Upper Brass• Creating a timetable• Regular reporting• Ensuring that the standard of teaching is excellent
Line management duties and responsibilities	N/A



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You may also be required to undertake such other comparable duties as the Head or your line manager requires from time to time. For the avoidance of doubt, the duties and responsibilities contained within this job description may change from time to time according to the requirements of the role and it is not intended to have contractual effect.



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Person Specification			
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	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> Teaching qualifications in Music / Trumpet / Upper Brass Being active within the music field A good sense of humour 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> As both a teacher and a working musician 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> Experience in working with young people, leading musical groups and ensembles 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p> <ul style="list-style-type: none">



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Skills, abilities and competencies	<p><i>The skills, abilities and competencies required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • A Performing musician • Good musical leadership skills 	<p><i>The skills, abilities and competencies that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Skills in managing students in small groups and ensembles 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Have knowledge of both ABRSM and Trinity examination boards' specifications 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Strong subject knowledge 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references



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Attitude and Behaviours	<p><i>The attitude and behaviours that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none">• motivation to work with children and young people• ability to form and maintain appropriate relationships and personal boundaries with children and young people• supportive of the Quaker ethos and principles• emotional resilience in working with challenging behaviours (if applicable to role)• positive attitude to use of authority and maintaining discipline (if applicable to role)	<p><i>The attitude and behaviours that would assist the Applicant to perform effectively in the role</i></p>	<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references
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