



Singing Teacher

Job Description

The Post

Monkton is seeking to appoint a self-employed singing teacher to teach approximately 7 pupils in our Prep School.

Applicants should write to HR enclosing a letter of application, completed application form and full curriculum vitae, with details of their qualifications and experience, by the **closing date of Friday 12 July**. Since we are now at the end of the Summer Term, interviews will be held at a mutually convenient time, ideally in the week beginning 15th July. Applicants should also supply the names and addresses and, if possible, telephone numbers of two referees which should cover a minimum of the last 5 years and includes your current or most recent employer.

Please note Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



Monkton Combe School Overview

Monkton Combe School, just a mile from the World Heritage City of Bath, is an independent co-educational boarding and day school for pupils aged 2-18. We pride ourselves on our lively Christian ethos, excellent exam results and our strong pastoral care. At Monkton, we are setting standards for life; giving young people the qualities of character they need.

The Senior School (current pupil numbers are around 380) admits children from age 13 through to 18; the Prep School admits children from age 7 to 13 and the Pre-Prep has a nursery, provides pre-school care (ages 2 – 3) and has classes in Kindergarten (3 – 4), Reception (4 – 5) and Years 1 and 2 (5 – 7). The Senior School and Prep School have a strong boarding tradition; however, day pupils comprise one third of the intake of the Senior School and are in the majority in the Prep School. Since 1992 when it merged with Clarendon School for Girls the school has been co-educational with three boys' boarding houses and three girls' boarding houses, all in the school's immediate environs.

Our Vision: Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

Our Mission: Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

Our Values: Confidence, Integrity, Humility, Service





The Music Department

Our Prep and Senior School music departments work closely together. A number of our peripatetic staff teach in both schools, and there are numerous events each year where Prep and Senior pupils perform together, including the Joint Concert (November), Carol Service (in Bath Abbey, December) and the Longmead Jazz Festival (June).

Music is an integral part of school life at Monkton, and there is a strong emphasis on ensuring that all pupils are engaged, regardless of their experience or ability. At the same time, our more able students are given every opportunity to develop their skills even further. Results in termly practical music exams are consistently high, and all those having music lessons are strongly encouraged to be part of an instrumental ensemble or choir.

Scholarships are available at 11+, 13+ and 16+ and entry for these has becoming increasingly competitive in more recent years.



Singing Teacher

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Relationship: The post holder is responsible to the Director of Music at our Prep School.

Fundamental Task: To provide singing lessons to promote and encourage the growth of music within the school.

- Monkton Combe School has a rapidly growing music department which has recently completed a £3.5 million project to totally refurbish the music facilities at the Senior School.
- There are approximately 180 individual instrumental and singing lessons taught each week in the Prep School.
- The Teacher will be required to engage with pupils of a wide age range (aged 7 - 13) and a wide range of abilities.
- The ability to play the piano and to accompany pupils is a requirement of this post.
- The Teacher will be an experienced and, above all, a passionate teacher who is able to enthuse and inspire pupils of any standard.
- The Teacher will have the full support of the Director of Music to encourage the growth of music within the school.



Singing Teacher

Terms and Conditions

Payment	Visiting music staff at the School are expected to be self-employed and to be able to demonstrate this. As such, they will be engaged on a consultancy services contract, and will be responsible for their own financial affairs, including fee collection, although some assistance is available from the music administrator in terms of contact with parents. Lessons are billed in advance, and the fees are currently £267 for ten 40 minute lessons. Fees are for the academic year 2019/20 and are subject to annual review in September each year.
Hours of Work	Hours to be by mutual agreement with the Director of Music, depending on pupil demand, but with potential to expand as demand increases.
Lunch	Available if lessons take place while catering facilities are functioning. The school reserves the right to make a small charge.
Notice	Half term's notice from either party.
Retirement	The normal retirement age for this employment is 65 or such earlier age as may be agreed between the parties but may also be extended on such terms and conditions and for such period as may be mutually agreed.
Medical	All employees are subject to a medical report and to undergo a medical examination, if required.
Security	Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



Application Process

Applicants should write to HR enclosing a letter of application, completed application form and full curriculum vitae, with details of their qualifications and experience, by the closing date of **Friday 5 July**. They should also supply the names and addresses and, if possible, telephone numbers of two referees which should cover a minimum of the last 5 years and includes your current or most recent employer.

Interviews

Interviews to be held upon successful application, at a mutually convenient time - ideally in the week beginning 15th July. Interviews will be with:

- Helen Harris, Director of Music (Monkton Prep School)
- George Bevan, Director of Music (Monkton Senior School)
- Ruth Powell, HR Coordinator

Shortlisted candidates will also be asked to teach a short lesson. Further details will be provided prior to interview.

References

References will normally be taken up before interviews are held, and any candidates who would prefer this not to take place should contact the HR on recruitment@monkton.org.uk. In this case, an appointment may be made subject to satisfactory references.

Open references will not be accepted and applicants should be aware that the School telephones referees to verify letters received.

One reference must be from an applicant's most recent employer, and another from their most recent school employer, where these are not one and the same.

Qualifications

Schools are required to verify all qualifications which applicants have. To this effect, interviewees are requested to bring original exam and other certificates to interview. These will be copied and returned to interviewees during their visit. In addition, photographic ID should be brought to interview for the same purpose.

Terms and Conditions of Employment

All appointments are conditional on full and truthful answers in all sections of the application form. Omissions and false entries on the application form may lead to the withdrawal of an offer or termination of employment.



Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found [here](#).

If you are unable to access the internet, please request a hard copy.



Equal Opportunities Policy, including EYFS

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and traditions of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.



3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act 2010 and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy statement on harassment at work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which, in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion or belief, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.



3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

In line with the Equality Act 2010 and the stated protected characteristics in particular, we do not discriminate in any way regarding entry. For example the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also SEND policy for information relating to pupils.