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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**SELF-EMPLOYED
PERIPATETIC
SINGING TEACHER**

Required from Easter 2026

Ilkley Grammar School
Self-employed Singing Teacher
Rate of £32 per hour
Variable Hours -Term time only

Thank you for requesting details for the post of Peripatetic Music Teacher (singing).

The successful applicant will have high expectations and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. In July 2022, it was announced that IGS had been selected for the next phase of the national Schools Rebuilding Programme, and we will receive substantial capital investment to rebuild and refurbish parts of the school. Work commenced in the summer term 2025 and, on completion, will have a transformative impact on the learning environment at IGS, as well as substantially reducing our carbon footprint. In addition, following further capital investment from BMDC, we have recently expanded our specialist School Resource Provision (SRP), providing 24 places for students with autism. This is in line with our commitment to inclusive education and to meeting the needs of all young people within our community.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Wednesday 18th March 2026
Provisional interview is scheduled for Monday 23rd March 2026

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by Friday 20th March 2026 we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

A handwritten signature in black ink, appearing to read 'C. Purnell'.

Carly Purnell
Headteacher

PRIME OBJECTIVES OF THE POST:

- To teach students in groups and individually in school
- To accompany students in GCSE and A Level performances where required
- To tutor and direct, as needed, both choirs and/or ensembles in school
- To participate in concerts and performances

Instrumental/Vocal teachers are expected to be committed, enthusiastic musicians and teachers, able to motivate students. They should be receptive to innovations in instrumental/vocal teaching and be committed to working as part of a team of professional teachers dedicated to offering a high-quality music education.

Key responsibilities

The points below represent a broad outline of key responsibilities. Although not expressly stated in this document, more detailed accountabilities and duties will naturally form part of such accountabilities.

Operational:

- Implement and have regard to the Academy's policies and procedures, including living and promoting Ilkley Grammar School's Values and Vision
- Monitor and assess students giving immediate and constructive feedback supporting students' learning.
- To deliver lessons within the standards and framework set by the Federation of Music Services for instrumental/vocal teachers
- Plan and deliver clearly structured lessons which interest and motivate students
- Ability to plan for groups of mixed ability students using a recognised instrument/vocal curriculum eg A Common Approach
- Make an active contribution to the policies and aspirations of the Academy
- Responsible for maintaining clear, accurate and up to date records of students

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;

- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

PERSONNEL SPECIFICATION
Self-employed Peripatetic Music Teacher (Singing)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade 'C' or equivalent in English, Maths, ICT	E	Application form and selection process
<input type="checkbox"/> Minimum of a Music degree or diploma from a recognised university or music college or substantial performing experience	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of instrumental/vocal teaching	E	Application and selection process
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching music	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E		
Values	Essential/ Desirable E/D	How Identified	
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process	
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E		
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E		
<input type="checkbox"/> Fully committed to a close working partnership with all stakeholders	E		
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E		
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E		
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E		
Personal Qualities	Essential/ Desirable E/D	How Identified	
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process	
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E		
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E		
<input type="checkbox"/> Enthusiastic about education and learning	E		
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E		
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E		
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E		
<input type="checkbox"/> Abides by the Academy's policies	E		
<input type="checkbox"/> Professional appearance	E		
<input type="checkbox"/> Emotionally intelligent	E		
<input type="checkbox"/> Sense of humour and perspective	E		
Equal Opportunities	Essential/ Desirable E/D		How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E		Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E		

Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	