



TEACHING STAFF

HANDBOOK

2017-18



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Introduction

Berkshire Maestros leads the Berkshire Music Hub and is responsible for the strategic leadership of all aspects of musical education in Berkshire. At the heart of this is high quality teaching and learning. This reputation owes much to the hard work and commitment of our dedicated teaching staff who provide inspiration to the children and young people of Berkshire.

In order to maintain this reputation and to continue to deliver the best possible musical opportunities to young people we must ensure a high level of professionalism and consistency in both the standard of lesson delivery and in the procedures which underpin and support our work. Accordingly, Maestros has extremely high expectations of all colleagues in order to ensure our continuing success as a high quality provider while at the same time ensuring that all teaching time is utilised as effectively as possible and pupils who want to learn start with minimal delay.

Outlined in this handbook is a list of these expectations which all teachers must observe. Also to be found are procedures and guidance notes that will assist you in the management of your day to day teaching.

Please make time to read this handbook. It is not necessary to learn every procedure but you should be aware that they exist and must be implemented as necessary.

Should you require further explanation, or if you believe that a procedure is unclear or has been omitted, please do inform Andrew Minns or Lynne Ellis so that we can put it right.

Lynne Ellis
Chief Executive
Berkshire Maestros

September 1st 2017

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good music and instrumental knowledge and skill

- have a secure musical knowledge, foster and maintain pupils' interest in music, and address misunderstandings
- demonstrate a critical understanding of developments in the music subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-lesson activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging musical curriculum

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess musical development, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate assessment/marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms/lessons, and take responsibility for promoting good and courteous behaviour both in classrooms and around a school and teaching environment, in accordance with a school's behaviour policy and Maestros' expectations
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes/pupils effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of Berkshire Maestros
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively in whole class instrumental lessons and/or tuition where support staff are in attendance
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside schools/Maestros, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a employee's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Berkshire Maestros' Teaching Standards follow the national standards as agreed by the DfE.

Quality of Teaching and Learning

Teaching

MUST be consistently good or better - the teaching standards as set out above must be met. Performance cannot be judged as successful if the quality of teaching is not good. High quality teaching and learning and the progress of pupils within lessons/ensembles is paramount.

Maestros Basic Professional Standards

These are the minimum standards and qualities we expect of all staff. They are not negotiable.

- Punctuality in teaching/ensemble directing with advance preparation and planning of resources and music; no complaints should be received about lateness or lack of preparation
- Administration – timely and in accordance with the guidelines in the staff handbook. Administrative procedures must be adhered to consistently and practices must be accurate and efficient. Registers must be handed in on time, timetable changes submitted on time, pupils informed of the date and time of their first lesson of term in advance of the lesson (at least 48 hours).
- Sickness and absence procedures followed; good attendance rates evident, there should be no complaints received about absence or procedures not followed
- Excellent relationships with customers and colleagues. There should be no sustainable complaints about the staff member
- Prompt communication (both ways – reading emails/communications and responding); no complaints should be received about issues with communication
- Commitment outside of basic teaching (fulfilling commitment of Directed Time)
- Attend and be fully involved in all relevant CPD, ensuring that your CPD quota has been completed (e.g. for p/t colleagues, there has been attendance at the appropriate percentage of CPD sessions i.e. a teacher

working 0.5 will be expected to have attended at least 0.5 of CPD sessions or 2.5 days of CPD across the year and have evidence to support this). Where a p/t teacher is unable to attend CPD scheduled on days he/she is not employed by Maestros, this must be discussed with the line manager during the performance review meeting and the appropriate amount of CPD identified and agreed. Any issues which remain should be discussed with SMT.

- **Working at Capacity:**
 - Contracted teaching staff must be up to and fulfilling their hours. No staff member will be eligible for and/or awarded a pay increase if they are not working at capacity. (i.e. No-one should expect to be paid more money with hours to spare within their contracts.) 'Under capacity' should be identified as such when measured as 'sustained over three consecutive months'. Fluctuating hours where staff dip below capacity for brief periods will not be an issue.
 - Where there is a good indication of staff working towards filling their hours (through recruitment activity) or using any spare hours effectively (e.g. in recruitment, repair of instruments etc) then this should be highlighted and evidenced by the staff member as appropriate to their line manager.

Code of Conduct

Teachers should behave professionally at all times and will be required to read and sign the Maestros Code of Behaviour and Conduct. All teachers will adhere to the following:

- Represent Berkshire Maestros in the best possible light and promote both the organisation and the Berkshire Music Hub
- When teaching in schools, sign in/out at school reception (Health & Safety and also proof of your attendance)
- Arrive at any lesson location at least 5 minutes before teaching is due to start. (This will ensure that you are fully prepared and lessons begin punctually)
- Mobile phones to be turned off or set to silent and only used as a teaching/learning aid i.e. not to text, or use media devices for purposes unrelated to the lesson. (Use of tuner, metronome Apps etc is acceptable).
- Not to be under the influence of alcohol or drugs when teaching on school or Music Centre premises or on any Maestros business
- Not eat, chew gum, read from media devices/papers or anything else which might imply a lack of focus or commitment i.e. professionalism, during any lesson
- Show respect for pupils, parents and colleagues at all time; no form of shouting, swearing or suggestive / familiar remarks is acceptable
- Maintain a professional relationship with pupils – avoid any form of relationship which could be misinterpreted. (This includes texting and social media). Avoid all physical contact with pupils
- Have read and understood the Social Media Policy
- Have read and endorsed The Child Safeguarding Policy and accompanying guidelines
- Be aware of Health and Safety issues; ensure the safety of all pupils during lesson times. Report any concerns to the school or music centre manager as per Maestros procedures.
- Not to recruit private pupils through Berkshire Maestros work, use information obtained from Berkshire Maestros to further personal interests or undertake any personal/private work which is a direct conflict of interests with the work of Maestros. Such action will be deemed a breach of contract.
- Not to organise or arrange to teach in schools served by Berkshire Maestros as a private contractor. Not to enter into a private agreement with any school which has been or is presently serviced by Berkshire Maestros. Such actions will be deemed a breach of contract
- Not to speak to outside bodies, especially the press, about any sensitive issues regarding Maestros, without the prior written permission of the Chief Executive
- Read and comply with Maestros Data Protection policy

Dress: what to wear when teaching

A smart, professional appearance is expected. You represent Maestros.

- Dress must be professional and in keeping with your teaching environment and the occasion – take the lead from the teachers/schools in which you work.
- As a minimum, dress should be smart-casual. Denim, leggings, overtly revealing clothes, shorts or vest-style t-shirts are not permitted. Jeggings may not be appropriate in many settings.
- Flip-flops are considered a Health and Safety hazard by most schools (and car insurers). It is advised that you do not wear them for teaching.

Core Values:

- Ambition and access for every child and young person
- Excellence in practice
- Commitment to our partnerships and community working
- Respect, professionalism and investment in our colleagues
- Effective and evolving communication
- Positive and proactive approach
- Determination to drive continuous improvement and embrace change

Business Objectives 2017-18

1. To increase the overall number of pupils learning with Maestros, especially through proactive recruitment. Early Years and children with SEND should be a particular focus.
2. To improve the retention of pupils in group lessons significantly increasing the number of ongoing learners
3. To increase ensemble membership, ensuring that there are appropriate ensemble opportunities for all children and young people in all areas of all ages and abilities with accessibility of provision and appropriate pathways of progression
4. To proactively work to support our schools in their facilitating of high quality musical education through providing increased services and opportunities for pupil and teacher engagement
5. To generate significant additional income from new initiatives (courses, fundraising, sponsorship, projects and grants)
6. To improve relationships with all stakeholders through improved communication, publicity and promotion of our services and activities; seeking and developing new relationships and partnerships
7. To develop and provide appropriate musical opportunities for children and young people who may be disadvantaged – including those with SEND and those who are both

Maestros/Hub Business Plan

High Level Core Objectives:

- we will become the preferred provider of musical services across Berkshire, known and respected for our passion for high standards, the high quality of our teaching and our commitment to create exceptional and accessible musical opportunities for all children and young people regardless of circumstance
- we will provide an unrivalled breadth of choice, diversity and range of opportunities enabling our young musicians to achieve their potential whilst ensuring that all musical activities are rewarding, inspiring and sustainable
- give all children a first access to instrumental learning and clear, sustainable progression routes, co-ordinating and assuring a high quality of instrumental and vocal tuition, ensemble provision and other music-making activities
- we will be at the leading edge of music education, doing what others cannot do, embracing and driving change and challenging what is possible through creativity and innovation
- we will be a credit to the community we serve by developing and sustaining inspirational partnerships with local and professional music providers, contributing to raising musical standards in schools and the wider community
- we will listen to our customers and key stakeholders to enable us to continually improve, embracing the notion that Maestros is at their service, meeting or exceeding our customers' expectations whilst providing excellent value for money
- we will ensure that our customer service and communication is second-to-none so that our staff, students, schools and partners can depend on us to deliver a consistent high quality service supporting them to achieve the best possible outcomes for our pupils, their families and the community
- we will attract, develop and retain a high qualified and talented workforce committed to our ethos and core values, creating and sustaining opportunities for professional growth

ID Badges and DBS (formerly CRB)

All Maestros staff are issued with an ID badge at induction.

- ID badges must be visible while teaching or undertaking work on behalf of Maestros
- If you cannot provide ID, the teaching venue (e.g. school) may reasonably refuse entry to their premises
- Maestros supports schools with regard to Child Safeguarding policies and procedures
- Staff may not claim for their time when refused entry due to lack of ID
- Lost and/or broken badges must be reported to Dawn Garside without delay
- All staff will have DBS clearance and must be able to provide their DBS number to schools when requested.
- It is recommended that copies of DBS clearance forms are kept with you in case you are asked to produce proof by a school

Seek clarification from Dawn Garside with regard to any issues relating to DBS.

Legal Responsibilities

Child Protection and Safeguarding

Berkshire Maestros Child Safeguarding Policy must be read by all staff prior to commencing their role within the organisation. All staff must familiarise themselves with the policy and the procedures outlined within. The Designated Safeguarding Leader (DSL) within Maestros is Helen Robertson, Director of Educational Development; the Deputy DSL is Dawn Garside. **All matters relating to safeguarding and Child Safeguarding should be referred in the first instance to the DSL.** If in doubt, contact the CEO Lynne Ellis.

- a) All staff must attend Maestros' Universal Level 1 Child Safeguarding training with the DSL within the first term of taking up their position with Maestros. Should a member of staff join mid-term, online child protection training must be covered in the interim – contact Dawn Garside for details. Certificates of attendance for Maestros full on-site training will be issued and refresher courses must be attended every 3 years.
- b) All staff must complete a 'Declaration of Disqualification' form held centrally for review annually
- c) All staff must have completed the online Prevent training - all details from Dawn Garside

Teaching Maestros pupils at the pupil's or the teacher's own home

Maestros teachers are not permitted to deliver tuition on Maestros behalf to pupils under the age of 18 either in the pupil's own home or in the teacher's home. Maestros insurance does not cover teaching in these situations and it is contrary to our safeguarding procedures.

Teaching of Maestros students must take place on either Maestros' or school premises. Only under exceptional circumstances and with the written permission of the CEO may teaching of a Maestros student take place in a different context (ie at home).

Any Maestros teacher offering to deliver or actually delivering lessons to Maestros pupils at the student's or teacher's home without the permission of the CEO would be in breach of Maestros' policy and may be subject to disciplinary proceedings.

Health & Safety Policy

Staff must be aware of Health and Safety issues; they must ensure their own safety and that of their pupils during lesson times. Any concerns must be reported to the school or music centre manager as appropriate.

The policy is important for all staff and users of Berkshire Maestros. It sets out our approach, organisation and arrangements for identifying and controlling hazards and risks faced by staff, pupils and other people such as visitors, contractors and hirers.

Staff are responsible for familiarising themselves with the Health & Safety policy. All official policies can be found on the shared Z drive under policies and procedures.

Grievance Procedure

Berkshire Maestros accepts the principle that if individuals have a grievance relating to their employment, they have a right to express it. This includes allegations of acts or statements of discrimination by employees that contravene legislation and policy on matters of equality.

A grievance may be raised by an employee personally, or on behalf of the employee by a trade union representative, work colleague or some other person of their choice, by whom the employee may be accompanied at all stages of the procedure.

This procedure does not form part of the contract of employment and may be followed at the Trust's discretion only. It does not apply to disciplinary matters and dismissal, for which separate procedures exist.

Refer to the Grievance Policy for further information.

Disciplinary Policy

The policy of Berkshire Maestros is to ensure that fair and effective arrangements exist for dealing with disciplinary matters and to help all employees to achieve and maintain standards of conduct, attendance and job performance. The procedures are to ensure consistent and fair treatment for all in the organisation. Separate procedures apply in relation to cases of capability and also for dealing with teachers undertaking formal QTS induction.

The disciplinary procedure is applicable to all employees of Berkshire Maestros. It does not form part of the employee's contract and may be followed at the discretion of Berkshire Maestros.

Refer to the Disciplinary or Capability Policies for further information.

Induction

Line managers will be responsible for initial induction on general matters. Your Curricular Head will provide you with all relevant information pertaining to your instrumental/vocal teaching. In addition, you should arrange a short visit to our Administration team who will be pleased to explain basic administrative procedures and requirements together with the support that is available. An induction checklist is available from Dawn Garside. Refer to the induction policy for further information.

The First Days of Teaching: Getting Ready

Read the staff Handbook

Teachers must deliver 33 weeks of instrumental/vocal tuition spread evenly throughout the year as indicated on the Maestros calendar.

It is expressly forbidden to recruit any private pupils from your work with Maestros - this would be regarded as a breach of terms and conditions (P. 7)

Practical Tips

- Be fully equipped. Think through everything you need the day/night before, including any IT equipment, instruments, registers, teacher planners, pupil practice notebooks etc and how you will transport it all to your school/room. (Consider a bag on wheels)
- Read the relevant sections in the Staff Handbook to make sure you understand all admin requirements. Ask your curricular administrator if you don't.
- Communicate/email your timetables to all schools and parents in advance. Ensure details of the first lesson have been communicated to students, parents and schools. Telephone the school to arrange/confirm the day/time and confirm suitable accommodation. Have hard paper copies of timetables ready to display on notice-boards (department notice boards in secondary schools and staff room/office notice boards in primary schools). Have spare timetables to give to students. Use the official Maestros timetable template and send it to the appropriate person ahead of your first visit.
- Have your own instrument/s and some appealing/fun music with you to play to/with pupils. Play to pupils as much as you can to inspire them and show them what is possible. Model musically.
- Wear your Maestros badge and carry a copy of your DBS certificate.
- Be punctual, well-prepared and professionally dressed.

Planning

- For First Access whole class ensemble teaching (in2music), be familiar with any Curricular Area Schemes of Work, programmes of study and resources, where to find them etc. Aim to talk to school colleagues about how your project teaching fits in with the school key stage/s and any cross-curricular topics.
- Plan for different learning styles and abilities in your classes/pupil groups
- Plan with learning intentions in mind – what will your pupils learn?
- Plan to incorporate technology/IT where appropriate
- Be prepared to model your instrument as often as possible
- Plan for a musical experience - always

At a School

- Always sign in and out of every school. Try to offer a cheery smile and 'hello' to any admin staff on arrival, it can open the way to much needed future co-operation.
- On your very first visit to a school, introduce yourself to the Headteacher (if possible), relevant reception/admin/office staff and the teacher or co-ordinator responsible for music. In a secondary music department, make friends with the Head of Department and Music Staff, bring a mug to have coffee, ask about refreshment sharing or a kitty
- Talk to school staff to achieve the most appropriate pupil groupings and acquire information about pupils with exceptional musical ability, SEND, educational statements etc. Who are the Gifted and Talented students?
- Make sure the school office/music department has a contact email/tel. number for you and you have theirs.
- Ask about school INSET days and school trips and write them into your planner/diary.

- Always ensure there is a timetable displayed for the following week and preferably for the term. Give copies to pupils and in primary schools, to class teachers which facilitates them letting pupils out to attend their music lesson.
- In many schools, especially secondary schools, you may be expected to rotate students to avoid pupils missing the same school lesson in consecutive weeks. Check with the music department and the students themselves about exam clashes, school trips etc.
- Maestros Instruments: Follow the instrument management policy – check with the instrument manager and Richard Raymond if in doubt. Any loss or damage must be notified to the instrument manager immediately.

What paperwork do I need?

- ***Timetables***
You need to amend your timetable regularly as new pupils start. Keep your timetables current and accurate and ensure that you update your administrator about any changes at all to your teaching timetable. Follow the procedure in the staff handbook.
- ***Registers***
Use Maestros registers for all schools and music centre teaching. Use the pupil's full name (not a nickname), spelled correctly. Ensure all details are completed as per the instructions on the reverse of the register. These are legal documents and must be maintained accurately. You will be expected to copy each register and submit to admin at the end of every term.
- ***Planners***
Use a planner to assist with preparing for your teaching and keep notes on pupil progress. This can be the basic Maestros planner or any version of an electronic record that you may wish to develop yourself. Should a deputy/cover teacher be required, your teaching notes may be needed to guide a colleague. Please keep them up-to-date.
- ***Practice notebooks***
 - Each pupil having instrumental/vocal tuition with a Maestros tutor should receive a practice notebook. (Guitars currently use a different booklet – see Head of Guitar/Strings). Supplies are available from Stoneham Court or from music centre offices.
 - Either you or your pupil should complete these each lesson, with appropriate targets, practice tasks, homework, etc. You may also use these to communicate with parents and you should check weekly for any parental notes.
 - When requested and in line with current Maestros practice, you should write an annual pupil progress report; report templates and guidelines are available on the z drive. This is mandatory for all Maestros teachers.
 - In secondary schools, you may choose to use the pupil's homework diary as an alternative means of recording practice and communicating with the parent.

The Lesson itself:

What should I do?

- Be supportive, encouraging and aware of pupil needs
- Show an interest in the pupils' music, be kind
- Recognise their achievements and progress with specific praise
- Engage with the lesson and learning process in an enthusiastic manner in order to motivate your pupils
- Express yourself clearly in your language and in your expectations.
- Create a purposeful and enjoyable atmosphere and share explicit learning intentions for the lesson
- Ensure your pupils know what these are and what/why/how they are learning
- Model and demonstrate, using your own instrument as a teaching aid
- Establish clear routines and parameters for the students so that time is maximised

- Look for performance opportunities - assemblies, classrooms, playing to each other etc
- Do not use your mobile phone during lessons for phone calls or texts - it should be switched off or to silent. The pupils are the focus. However: should you refer to an app on your phone for metronome/tuner purposes, for example, ensure the pupils are aware of this. Smart phones are very useful for recording pupil performances for them to listen back to at home- excellent modelling opportunity for you – or for playing backing tracks, listening to a 'utube' clip to widen knowledge? You could get pupils to use their phones to record you/the teacher performing their piece/extract as a reminder to help with their own independent practice etc.
- Be aware of body language and the message it gives
- Avoid touching or any physical contact with pupils. Ensure you have read Maestros' Code of Conduct and Child Safeguarding Policy.

What should I expect from pupils?

Expect them to:

- be well prepared, bringing their instrument, music, practice book, stands etc
- be well-behaved, co-operative and focused - polite to you and each other
- practise between lessons - it is up to you to create the desire to do so and provide the necessary direction
- be engaged, participating throughout and being fully involved
- support each other and perform different roles within the group
- initiate conversation and ask/answer questions
- engage in peer appraisal and use these activities to develop critical listening and thinking skills, improving their ability to help themselves and each other

What should I include in a lesson?

- A variety and range of appropriate, relevant, challenging activities
- Opportunities to develop aural skills
- Acknowledgement of achievement and success - praise and reward
- Opportunities for assessment - verbal praise isn't always enough; some pupils need visual or tangible evidence of their success. (Stickers?)
- Opportunities to be creative - short composition/improvisation activities – integral in every lesson
- Opportunities to demonstrate understanding and skills in performance. Use open questioning to stimulate and encourage thinking and musical decision-making.
- A balanced mixture of information (teacher talking) and pupil thinking/trying out and discovering through performing
- Remember the 80/20 rule as a guide – music making = 80% of the lesson, talking only 20% max
- Plenary - ensure pupils understand what, why and how they have learned, what they need to do next and how to improve – this can happen at various points of a lesson, not just at the end
- Group lessons should include genuine ensemble playing with differentiation, allowing individual pupils to achieve at their own levels and in a variety of ways
- Technical exercises and scales can and should be played musically

Physical environment

- Consider the layout of the room. Set up for maximum versatility, allowing the teacher to be in the group and in front of the group
- Ensure pupils can see each other so they can develop visual as well as aural signals
- Ensure you can demonstrate or point to a place in the music without invading the pupil's personal space
- Engage the pupils in helping to set the room for you, get them to do it in advance where appropriate?
- Check for health and safety issues - hazards and obstructions, walkways etc.
- If you find yourself in unsuitable teaching conditions, talk with the school first and if the situation does not improve, contact your line manager. The Area Senior Leader is usually the person who is best placed to

resolve school difficulties. Ask a senior colleague to come watch your lesson to get advice about the situation?

- Find out about the school's policies and practices - for signing in/out, fire and emergency procedures
- Ensure you know about procedures for monitoring pupil absences and how to chase up those who are in school but fail to turn up. Have a plan for collecting younger children wherever appropriate (ie make friends with clerical staff, they are often able to assist)
- Follow Maestros procedures for communicating with admin and parents about missed lessons
- Try to pre-empt problems by regularly communicating with parents in advance if you think there may be issues looming

After the Lesson

- Make notes in your planner about what has been achieved and an immediate note of what you need to do next lesson
- Ask yourself - how did the pupils make progress today? How/what did they learn?
- In light of these questions, consider what needs reinforcing and what additional things need to be included/changed next time

Beyond the Lesson- the Wider Picture

- Ensembles:
 - Be familiar with what is available locally at each music centre for your pupils. Make sure you know when/where appropriate ensemble opportunities are taking place and encourage your pupils to join. Inform parents and pupils about ensemble 'fun' at every opportunity, write details in practice books, call/email parents where appropriate.
- Ensemble participation is often the key to retention and higher levels of achievement – make recruitment a regular and routine part of your work – **BE RELENTLESS**
- Participate in courses and events to widen your experience and get to know your pupils even better, volunteering to help is important to your colleagues
- Plan for long term progress and achievement and help your pupils understand what is possible (where will they be in 5 or 10 years' time, identify their potential and discuss with pupil, parent, Head of Academy (if gifted and talented potential identified))
- Help your pupils to set their own targets and have ownership of their progress and development.
- Recruit pupils. The most successful teachers take responsibility for actively recruiting new pupils through assemblies, have-a-go workshops and lessons, taster sessions, demonstrations etc. Look for performance opportunities for your pupils in your schools.
- Transition:
 - This is where we often lose the most pupils! Wherever possible, share information with colleagues to facilitate smooth transitions. Make sure you know which secondary schools your year 6 students will move to and contact parents early in the Spring to ease the way, allay doubts, offer reassurance and encouragement – remove hurdles etc. Let your colleague know who to expect in the 'new' school and make transition between schools easy and straightforward – ie remove the obstacles. When receiving new pupils into Year 7, contact Year 6 parents as soon as possible to let them know who you are and when the first lesson will be so that nerves are settled. Talk to your Curricular Head or ASL for advice on the best ways to achieve this. Attend year 7 new parent evenings and/or taster evenings at the secondary school, be present to inform parents of a smooth transition. Liaise with the Head of Music early in the Autumn term to get all dates in your diary. Invite your year 6 students to play in a secondary school concert to start becoming involved and familiar – talk to your secondary HOD to explore ways of integrating year 6 musicians. Be pro-active.

The Unexpected

- Be flexible. If a school forgets to tell you about a school trip or event which affects a lesson, try to adjust your plans in the best interest of the pupils and maintaining a good relationship with the school
- If a child is ill - get help from a member of school staff

- If a child makes a disclosure to you - follow the Maestros safeguarding procedures set out in the Child Protection policy. You must find out who the Designated Child Safeguarding Officer is in each of your schools and know who to report a disclosure or incident to. If in any doubt, contact Helen Robertson, Deputy Head and Maestros Designated Safeguarding Officer, or Lynne Ellis CEO or the Deputy Child Safeguarding Officer, Dawn Garside.

Practicalities

- Make sure you have business insurance on your car. Inform your insurance company: 'social, domestic and pleasure' categories do not normally cover you from travelling from school to school only to and from work at the start/end of the day etc
- You are recommended to join a professional association/union
- Traffic is unpredictable - allow sufficient time for journeys. Do not break the speed limits. Organise yourself so that you have petrol in advance so unexpected stops can be avoided
- Have maps, phone numbers and addresses for your schools - sat-navs are not always reliable. Post codes are not always specific - or correct.
- Inform your line manager about any problems that crop up and try to arrange regular meetings during the first term. Your line manager is your first point of contact for guidance and support. Don't forget your Curricular Heads are the best colleagues to support with instrumental advice, teaching queries, repertoire, resources etc.
- If you are ill, telephone your first school of the day and inform them you will be absent. Telephone the Maestros teacher hotline 01189 012378 and inform admin. If you are due to be at Music Centre, inform the Music Centre Manager. If you know of an absence in advance, ensure you contact your line manager to discuss options and where appropriate seek permission from them or SMT. Follow procedures outlined in the current staff handbook.
- Be aware of issues related to lone working – read the guidance in the Lone working Policy. Keep yourself safe and always ensure a colleague/relative/friend knows exactly where you are and when you are due to finish/be home etc.
- Deps or Cover: Maestros does not permit your teaching to be covered by deputies. Only Maestros tutors with full DBS clearance may be used to cover your lessons and then only as agreed by your Curricular Head or SMT. Please refer to P. 19 for full guidance.

Continuing Professional Development

- You are required to attend all Maestros CPD (or if you are part time contracted staff, then all CPD on those days/times where you normally teach for Maestros and/or the appropriate % of CPD days as per your teaching contract – discuss and agree with your line manager).
- It is recommended that you try to attend as much CPD as possible to help with your own personal development as a musician and teacher both within and beyond Maestros. Please refer to Maestros Performance Management policies for full details. Self Employed teachers are encouraged and welcomed at CPD.

Essential Reading

Code of Conduct

Read the Code of Behaviour and Conduct carefully. Understand the teaching and quality standards expected of you as a Maestros professional. See also pp 5-8.

New Staff Induction – checklist

New staff must review the checklist with their Curricular Head or Line Manager within two weeks of commencement.

Information about school/Maestros procedures

Obtain the following (as relevant and appropriate to the nature of the teaching you are undertaking):

Ensure you have:

- Tel. numbers and email addresses/postcodes of all schools visited
- Important contact staff names at each school
- Maestros/school/music department rules/guidelines
- times of breaks and lunch where they affect your teaching
- procedures for fire drill and what to do in the event of an accident or other emergency/medical matter
- Maestros' and the schools' behaviour policy document or relevant rules and procedures, e.g. - pupils entering class - dismissing and releasing pupils from class, uniform/dress requirements, form of addressing teachers, procedures for absence and covering for absent colleagues
- INSET days at schools – when are they, record them into your planner/diary and mark them onto your teaching timetables
- What meetings, concerts and events will you be expected to attend throughout the year. (Directed Time document - discuss with your line manager). Record all dates into your planner and diary.
- Pupil/parent contact details for small group/individual tuition.
- EHC plans (Education, Health and Care) for pupils with SEND (Special, Educational Needs and Disabilities) replaces statements of SEN, used to be referred to as IEPs)

Information about the location and use of resources – in school and at music centres

Find out about the following:

- what equipment and other materials are available
- how to obtain equipment and materials
- the production of materials
- where audio visual equipment is stored
- support staff, their responsibilities and how to work with them
- books and resources for particular classes/students, (obtain examples of books/resources you will be using);
- what instruments have to be issued to pupils; procedure for recording serial numbers – follow the terms and conditions for instrumental loan as outlined by the Resources dept. (see Richard Raymond for advice)
- do not rely on your memory: obtain a diary or class planner and use it from the first day.

Meeting teaching and other colleagues

- meet the staff responsible for managing your area of work in the school - class teacher, music co-ordinator, Headteacher
- introduce yourself to appropriate non-teaching staff and find out how they can assist you

Other useful things to know/find out: (from line manager, Curricular Head, admin)

- Where to photocopy and how
- Emergency contact people and numbers
- Who is my line manager
- How to claim petrol
- Where to find resources
- How to use the Maestros' library
- Where to find a scheme of work
- How to acquire teaching resources and materials
- Where are the toilets - music centres and schools
- Where are the fire exits - music centres and schools
- What pieces of music/repertoire to buy for first teaching
- Who is and where to find the caretakers

- Access codes for any staffrooms
- Who is music co-ordinator/head of music
- Where are the music centres and who are the MCMs
- Where can you buy lunch
- Eating and drinking during the teaching day
- Where to find CEO or SMT
- How to use website, access bulletins and newsletters
- Maestros network/drives

Meeting teaching and other colleagues

- meet the staff who are responsible for supporting you: line manager, admin team, curriculum colleagues,
- meet the staff responsible for managing your area of work in the school - class teacher, music co-ordinator or subject leader, Headteacher
- introduce yourself to appropriate non-teaching staff
- Maestros normally use the first days of every term for staff training and meetings. Check what the format will be and what you need to bring.

The first days

Remember you cannot be expected to know everything; do not be afraid to seek help from other colleagues.

By the end of your second teaching week, although it may seem early, it is time to review progress. The following checklist may help identify issues which if dealt with promptly may avoid problems developing.

Your line manager/mentor may wish to discuss your responses with you so that early support can be focused to meet your individual needs. These are some areas to consider. There may be other things that you would like to add to this list:

- I know the names of my students and they are relating to me as their teacher
- I have written up my planner/record of work and started to plan the coming week
- I am becoming familiar with the schemes of work/instrumental programme I am teaching
- I feel relaxed in the music centres, staffrooms and/or staff bases
- My students are working well and generally have achieved what I planned for them
- I have found all the necessary background information on my pupils e.g. medical, learning support etc.
- During activities the level of working noise is appropriate
- My accommodation in all my schools is appropriate and adequate
- I have met with line manager/curricular head to outline a programme of support
- I am coping well with classroom routines, behaviour management, school procedures
- I have been able to find most of the resources that I need

Other useful things to know/find out: (from line manager, Curricular Head, Admin)

- Where to photocopy and how (Note: schools may not be prepared to allow you to use their copiers)
- Who is my line manager; emergency contact people and numbers
- How to claim petrol expenses where applicable
- How to use the Maestros' library
- How to acquire teaching resources and materials including scheme of work
- The location of toilets, fire exits, staff areas - music centres and schools
- What pieces of music/repertoire to buy for first teaching
- Accident reports
- Who is and where to find the caretakers
- Access codes for any staffrooms/doors
- Who is music co-ordinator/subject leader/Head of Music – get contact information
- Where are the music centres and who are the MCMs
- Where can you buy lunch, find drinks, snacks during the teaching day

- Where to find CEO or SMT
- How to use website, access network drives; bulletins and newsletters

Staff Absence

Unexpected absence e.g. due to sickness, vehicle breakdown etc.

You must inform Maestros personally (NO THIRD PARTIES) at the first opportunity:

- Telephone your first school of the day and inform them that you will be absent
- If you are jointly leading a school project (IN2MUSIC), telephone the other teacher(s)
- Telephone Staff Hotline, open from 8.30 a.m. (Tel: 0118 9012378) immediately and inform them of teaching that is to be cancelled (locations and times).
- NO EMAILS
- Inform both your line manager and Curricular Head of your absence so that support/cover can be arranged where possible and for your line manager/Curricular Head to be able to deal effectively with any resulting communications from schools.
- If you are teaching at a Music Centre, telephone the Music Centre Manager. **Note: Music Centre Managers do not normally work on Mondays** - in their absence on Mondays or any other days excluding Saturdays, you should call the Staff Hotline (Tel: 0118 9012378). The Admin team will make calls to cancel your music centre lessons only when your illness or other circumstances prevent you from doing so.
- **To summarise: whenever you are ill, you must telephone the relevant body.**
- You must inform the Admin Team / Music Centre Manager on all subsequent days of sickness until you are issued with a "Statement of Fitness to Work". For absences of less than one week, the Sickness Absence Record Form acts as a self-certificate.
- If your absence extends into an eighth day, including non-working days, a "Statement of Fitness for Work" must be obtained from your doctor and posted without delay to the Payroll Officer.
- On your return to work, after any length of sickness, a Sickness Absence Record Form should be completed, and signed by your line manager after a back to work interview. This must be returned to Tina Esposito within 5 days of the last day of absence.

Failure to follow the above procedure will be regarded as a disciplinary matter.

Planned absence

- If you require planned leave of absence, you must seek written authorisation from the CEO who will inform your line manager to assess options for covering your teaching. You must keep parents and schools informed at all times.

Teaching Cover (deps)

Contracted Staff

Colleagues may be reasonably asked by senior managers to cover for absent teachers from time to time if the need arises and there is capacity both within their timetable and agreed directed hours. Where additional or temporary cover teaching takes place, the time may be accounted for within 'non-income generating' directed time. Any one-off or temporary emergency cover requested where the teacher is already at teaching capacity, would be by negotiation.

Self employed staff

Maestros does not encourage teaching to be covered by deputies. However, a deputy may be required to cover long term absence e.g. due to illness.

- Requests for absence from teaching due to professional engagement must be made to the Curricular Head in writing and permission must be received on writing before any arrangements or communication with parents/pupils is made. Any requests for absence of more than one session per term must be made in writing to the CEO, copying curricular head and line manager (where different). Agreement must be received in writing in advance.
- If a deputy is needed because of long-term absence due to illness then they must be drawn initially from teachers already working for Maestros and with the agreement of the relevant Curricular Head.
- Teachers other than this may only work with the express permission of a member of the senior management team (SMT).

Under no circumstances can a dep/cover teacher undertake any work unless they have a current, confirmed DBS check approved by and logged with Maestros

Support for your work

- Your **Line Manager** (see 'Who's Who' for contact details) is available to help, guide and support you. He / she should always be your first point of contact for all matters to do with behaviour management, schools, parents, time management and any personal issues
- Your **Curricular Head** is the first point of contact for all teaching and learning related matters – although your line manager will always be on hand to offer advice and support as well
- Support on any matters relating to Child Safeguarding should be sought from **Helen Robertson**
- **Staff meetings** normally take place at the start of each term and contracted staff should attend all relevant Area/Curricular meetings
- Berkshire Maestros arranges training days throughout the year. They are planned carefully to help support your work as musicians/teachers both within and beyond Maestros. Attendance for contracted staff is mandatory and for self-employed staff is welcomed

The central **Admin Team** is always on hand to provide advice and assistance.

- For urgent matters, e.g. absence, contact Admin via the Staff Hotline: 0118 9012378 (Mon – Fri 8.30 a.m. – 5.00 p.m.)
- For other administrative matters e.g. pupil queries, advising new starters, timetables, please email your curricular admin address (see page 21)

If you are unsure of any aspect of your teaching just ask your line manager or a member of the Admin Team. We are here to support you and hope that you enjoy your teaching with us.

Communication

Email

For data protection purposes, please ensure you use the blind copy (bcc) option for all recipients when mailing multiple parents. (Insert your own address in 'To').

- All **contracted** teaching staff will be allocated a Maestros email account at induction
- Using this account will enable staff to keep work emails separate from private correspondence and safeguard your privacy. It will also allow staff to add an appropriate signature at the foot of Berkshire Maestros emails
- Contracted staff can be reached by email using the format:
firstname.lastname@berkshiremaestros.org.uk

- If preferred, staff should inform Payroll of their personal email address for payslip purposes
- Individual staff must check emails regularly. At least every other day is expected. Admin and Central Services will, almost without fail, send most information and queries to you via email rather than paper. Your response time will, in turn, impact upon the delivery of the service and response to customers. With a remote workforce, communication is central to providing a high quality service to our stakeholders. It is vital that all staff respond promptly to email communications/telephone messages from Central Services and/or members of the management team.
- Contact helpdesk@carecomputers.co.uk / 01753 835100 regarding any electronic communication issues.

Administration Team

The Staff Hotline (Tel: 0118 9012378) is manned from 8.30 a.m. to 5.00 p.m. Monday – Friday.

The team is organised along curricular lines. You should email all relevant information including timetables to the dedicated address:

brassadmin@berkshiremaestros.org.uk

guitaradmin@berkshiremaestros.org.uk

keyboardadmin@berkshiresastros.org.uk

percussionadmin@berkshiremaestros.org.uk

stringsadmin@berkshiremaestros.org.uk

voiceadmin@berkshiremaestros.org.uk

woodwindadmin@berkshiremaestros.org.uk

NOTE: Mini Maestros and Theory falls within the ‘voiceadmin’ category.

Mobile Phone

Please ensure that we have your current mobile number. The Admin team may try to contact you e.g. to let you know that a music centre pupil is sick.

Website

Our website address is: www.berkshiremaestros.org.uk

Visit regularly to familiarise yourself with current promotions, events and key corporate information to recommend to parents and pupils.

Social Media

Find us on Facebook and follow us on Twitter. Links may be found on our website.

Social Media Policy

Please ensure that you have read and understood the Social Media Policy and Bring Your Own Device Policy*. These policies are intended to help you make appropriate decisions about how you use social media. It applies to all employees for both company sponsored social media and personal use.

* currently under development

Make notes/queries here:

Pay Claims for Self Employed Colleagues

Introduction

Self-employed teachers claim for all of their teaching time on an hourly basis, or part thereof. Set up/ set down time is not available. A maximum of 33 lessons can be claimed for in one academic year, excluding bought in teaching and projects in schools (i.e. First Access In2Music Programme).

If a pupil receiving either a standard group lesson (20 or 30 minutes), or a 30 minute shared group of two, is left on their own, the group of one procedure must be implemented immediately. After the 4 week 'group of one' period, staff must reduce the invoice appropriately.

It is expected that where pupil groups reduce to a 'group of one', that colleagues will combine groups and subsequently recruit as proactively as possible to make a new group of 3.

How and When to submit a Pay Claim

- Pay claims must be submitted monthly on a Maestros invoice.
- Invoices must arrive at Stoneham Court by the 5th of each month for prompt payment.
- School concerts, Courses, Concerts arranged by Maestros are all paid on submission of a signed blue events form by the 5th of any month.
- For information on pay, contact Tina Esposito tinaesposito@berkshiremaestros.org.uk or 0118 901 2369.
- All invoices received from self-employed teachers by the 5th of each month will be paid on the 24th of the same month (along with salaried staff).

Note 1: if a monthly claim is submitted after the deadline as detailed above, the claim will be paid but an Administration Charge of £40.00 will be deducted from the amount claimed.

Note 2: To comply with audit procedures, you may be requested to provide **copies** of your registers at any point during the term.

What can I Claim - FAQs

1. **What can I claim if a 30 minute group lesson reduces to a 20 minute group lesson due to an unexpected withdrawal?**

Answer: You can claim for the ten minutes difference for up to 3 weeks or until the lessons are re-grouped (whichever is earlier)

2. **What can I claim if an individual pupil is absent from successive lessons?**

Answer: You may not claim beyond the THIRD consecutive missed lesson. Claims will only be honoured if the 'Pupil Absence' procedure (see Pupil and Parent Matters) has been followed at all times.

3. **What can I claim if a pupil is absent due to sickness or injury?**

Answer: You may not claim beyond the THIRD consecutive missed lesson.

4. What can I claim if an individual pupil suddenly withdraws without notice.

Answer: You may not claim beyond the date of the notification by the admin team. (You should try to fill the place as soon as possible - there are often pupils waiting to start individual lessons.)

5. What can I claim if a parent requests a change from an I30 to an I20 at short notice?

Answer: This change should take place at the end of a half-term period. If you are instructed by admin to make this change (due to exceptional circumstances), you can claim for up to 3 weeks (as before). Timetables should be amended accordingly and any spare time must be used for Maestros admin (eg phoning parents, updating checklists, recruiting, communicating with school colleagues etc) until additional pupils are able to take up the time.

6. Can I claim for 'a new group of one' (IN2MUSIC continuer)?

Answer: No, there should be no NEW 'groups of one'.

7. A pupil is stopping at the end of term. What can I claim?

Answer: You may not claim past the end of term when the pupil is stopping. If a group pupil is left on their own, the group of one procedure must be followed.

8. What can I claim if a pupil has been suspended?

Answer: You will be notified of suspended pupils by the finance team. The pupil's place must not be held open –it should be filled at the earliest opportunity e.g. with a pupil from the waiting list. You may not claim beyond the date of the notification for an individual pupil. You should talk to parents as soon as you suspect a problem and try to resolve concerns in order to pre-empt withdrawal or potential suspension.

9. What can I claim if a school cancels my teaching for a non-emergency reason (eg Harvest Festival service, school trip) with less than 48 hrs notice?

Answer: You can claim for the lesson which does not HAVE to be made up. However, if you are able to re-arrange the lesson, please do so. This would be welcomed and appreciated as Maestros will have to credit any missed lesson, but you can only claim once. It is in the best interests of maintaining good relationships with schools/parents by rearranging a lesson wherever possible.

Pay Per Pupil Guitar Teachers

Self-employed guitar teachers who are using the Pay per Pupil (PPP) scheme can make a claim for each pupil taught on a per pupil per lesson basis for those receiving group lessons. Individual, group of two for 30 minutes, ensemble, buy-in schools and first access programme work is to be invoiced on a per hour basis. PPA time does not apply to PPP work.

All other guidance applies with the exception of an immediate withdrawal.

What can I claim if any 'Pay per Pupil' suddenly withdraws?

Answer: Nothing as you can only claim for students you teach.

Expense Claims for Contracted staff and Hourly Paid staff

All expense forms are available from the Finance Department and from music centres. Expense claims must be submitted by the 5th day of the month following the journey, expenditure or work undertaken.

Travel expense claims must be submitted on a Maestros 'Travel Claim Form'. The form should be completed strictly in accordance with the guidance notes on the reverse. The signed and dated form must be forwarded to the Payroll Officer.

Sundry Expense claims may include e.g. parking fees, train fares, food for events etc. It should be noted that any expenditure claimed via a Sundry Expenses form must have been authorised in advance by the budget holder.

Occasional Fees and Expenses are claims for occasional fees. All fees must be agreed in advance before the work takes place. Guidance notes may be found on the reverse of the claim form.

TEACHING MATTERS

Tuition for Children and Young People

Maestros provides music education opportunities to children and young people up to the year in which they are 19 years old. We place an emphasis on learning through fun. We aim to offer instrumental lesson places as soon as practically possible following receipt of an online enrolment submission or an enrolment form. For lessons in schools, teachers are notified of new applicants and are expected to schedule a place. At music centres, the responsibility for allocating a lesson place lies with the music centre manager and/or curricular head.

Children of pre-reception age are encouraged to join our Mini Maestros classes.

Applications to join non auditioned ensembles will be handled by music centre managers with parents notified immediately of the date and time of the next rehearsal. There is no ensemble waiting list unless capacity is reached.

Tuition for Adults

- We offer adult instrumental/vocal lessons at Music Centres. Standard fees apply.
- An adult lesson must not be offered if there are school age students on the waiting list. Priority must be given to under 19s. (Unless a student has been offered a lesson and cannot attend the offered place; in which case it can be offered elsewhere).
- Adults should not be included in children's lessons without the express permission of the Chief Executive. Where children turn 18 during the course of the year lessons can continue as normal.
- Adults should apply for lessons by completing an online enrolment submission via the website.
- Adults will normally request (and be offered) an individual lesson. However, two adults may opt for a shared 30 minute lesson.
- Lessons will be charged at the rates currently in force as published on our website.

Teaching Autistic Pupils

It is highly likely that autism will IMPROVE musical ability. Problems faced by a person with autism typically relate not to production of music, but ability to read and understand notation and manage sensory issues connected with ensemble playing. People with autism may also take a longer time to learn the basics – notation, dynamics, note values, etc. There is guidance available about teaching pupils with autism – please seek advice from your Curricular Head or Helen Robertson.

Pupil Information

The following items will be sent out electronically at the start of each term and at half term. You may also request current details from the Admin team at any time.

Teacher's Pupil List

Separate lists are produced for pupils learning in schools and those learning at Music Centres. (Pupils waiting to begin lessons will appear on Waiting List reports - not on the pupil list.) Any errors or anomalies must be reported to the Admin team (preferably by email).

- Are there any pupils of whom you are unaware?
- Are you teaching a pupil who does not appear
- Check that the lesson you teach is as described e.g. Standard Group Tuition
- Check that the (lesson) Group code (eg, A, B etc) is correctly recorded

- Check the timings/lesson duration are correct
- Take note of any students for whom a Finish Date is present

Teacher's Pupil Contact List

Provides parents' contact details (phone numbers and email) for all your pupils

Due to data sensitivity issues, we cannot include postal address details when we email contact lists. However, full details including address can be provided as hard copy. Teachers are responsible for ensuring the security of all pupil and parent data if carried on a mobile device or on hard copy in bags/briefcases/cars etc

Lessons: How many to teach and when

Standard Group and Individual lessons

- Teachers must give 33 lessons across the academic year
- Lessons should be spread throughout the year and should adhere to the Maestros calendar. However, it is recognised that when teaching in schools, some flexibility may be required due to local requirements/demands
- You must complete your scheduled 33 lessons. If there is any doubt by the start of the Summer term that you may not be able to complete your 33 lessons, you must inform your Curricular Head, discuss solutions and potential alternative options e.g. double lessons, an extra lessons delivered by a colleague etc
- When teaching in schools, request a copy of the school calendar **at the start of the academic year and** at the beginning of each subsequent term. Find out all appropriate school trips, exams, SATs, INSET days etc which might interrupt your teaching schedule
- Give the school a copy of your current timetable, updated as appropriate
- Email changes to parents/schools – communication is key

Note: where we sell tuition to schools, i.e. bought in tuition, we aim to provide a minimum of 33 lessons over the academic year and in some cases more by agreement. If we fail to deliver – we have to refund the school.

First Access Programme (in2music)

This year, First Access projects last for 12 hours – mostly either over one term or 15 weeks x 45 minutes. (Except in exceptional circumstances). Please read the 'Support for Schools' Musical Education' brochure for full information of what services are available to schools.

Lessons: arranging to teach in a new school (refer to fuller guidance on pp 12-19)

- Obtain school address and contact details (e.g. head of music or music co-ordinator/subject leader in Primary schools) from the Admin team
- Telephone the school and arrange the day/time and confirm that accommodation is suitable. If new to the school, introduce yourself
- Request school calendar e.g. to identify inset days, exam days etc.
- Draw up a timetable on an official Maestros timetable template and send it to the appropriate person/s ahead of your first visit. In secondary schools, you must arrange for the timetable to be displayed on the music department noticeboard
- Make sure that any changes to your teaching timetable are emailed to the appropriate curricular admin address (see page 21) using the format e.g. xxxxxadmin@berkshiremaestros.org.uk where xxxxx = brass, guitar etc.

Lessons: starting a new pupil in school

- The Admin Team will inform you by email when a new application is received for lessons in schools. Details will include parent contact details
- Pupils who have requested individual lessons should be started immediately. Admin will highlight these cases. If you cannot accommodate the pupil, you must pass the details immediately to your Curricular Head for resolution
- Where sufficient new pupils have applied, new group lessons should start immediately
- **Do contact the parents to confirm the date and time of the first lesson**
- An invoice may not be submitted for teaching where lessons have not been agreed with the parent and where the parent has not received a schedule of lessons (where time of lesson varies)
- A new lesson place must only be offered if you have either received notification of a new enrolment from Admin or an email from Admin team authorising/instructing you to commence teaching
- 'Lesson Grouping' guidelines (below) must be adhered to
 - Following the first lesson, submit an updated timetable to Admin with the new starter(s) and start week highlighted.

Lessons: starting a new pupil at music centre

Admin will notify new enrolments to the relevant curricular head (copied to music centre manager), who will determine the 'best fit' teacher and forward you relevant details. The procedure for starting a new pupil in school should be followed.

Lessons should follow the published music centre calendar. Note: although there is no requirement to issue a timetable to parents for music centre lessons, it will certainly provide clarity and avoid confusion if you communicate fully with parents. Music centre dates are published on the Maestros website.

Lesson Groupings: How many pupils per group?

Groupings will be influenced by factors such as the student's ability, age and the suitability of accommodation. However, it is vital that you adhere to the following guidelines:

- Beginners should be taught in groups of 4 or more. Aim for 8 students per hour ratio, certainly no less than six.
- Only in very exceptional circumstances should you start 2 complete beginners in a group for 20 minutes. As soon as possible, **you must integrate them into a larger group or recruit extra members to the group. This situation should not last any longer than half a term maximum as it is not financially viable.**

When formally requested in writing by both sets of parents, two pupils may be taught for 30 minutes. This must only commence once authorised by Admin.

Re-Grouping pupils

Re-grouping is a necessary task, not only when a child discontinues, but also when performing/playing levels change. Children learn at different rates and it may not be appropriate to keep students in the same group year on year.

- When a standard 30 minute group decreases to 2 pupils and you are unable to regroup with pupils of a similar age or playing ability, you must immediately reduce the length to 20 minutes. You should then endeavour to amalgamate these two pupils into a 30 minute group as soon as possible. **If a lesson takes place at a music centre, parents must be informed in advance of the revised lesson times.**
- You may only deliver a 30 minute lesson shared by 2 pupils after the Admin team have confirmed that the parents of both pupils have given their written agreement to the additional charges.
- You may only start teaching a pupil registered for group lessons on an individual basis if the Admin team confirm that written authority has been received from the parent. The only exception to this rule is the 'Group of One' situation (see below).
- Re-view your lesson groupings continually to ensure optimum groupings for both educational and financial purposes.
 - You should email your curricular admin address as soon as you increase/decrease the lesson length or re-group as this may potentially affect the invoice to the parent. It is also important that the new 'group letter **code**' is also advised.

Groups of One

- A pupil may, through no fault of their own, be left in a 'group of one'. Maestros will allow the pupil to be taught as a 'group of one' for a maximum of half a term. During this time, you must endeavour to re-group the pupil. **You must notify the Admin Team of a group of one situation as soon as it arises (e.g. when the other group member withdraws immediately without notice) or as soon as you foresee that it is likely to arise (e.g. a future withdrawal).** The Admin Team will then write to the parent to explain the situation and set down the options available to them.
- Beyond the period of grace, a student may only continue to receive a 'group of one' lesson if the Admin team advises you that the parent will pay for individual lessons. Otherwise, the lesson must cease.

Please refer to section on Staff Pay Claims for further guidance.

Change of Lesson Type with cost implication

Any change which will affect the charge made for lessons must be authorised by the parent in advance. **Verbal agreement between the teacher and the parent is not acceptable.**

Parents must request a change via the website (homepage) lessons tab “lessons extension agreement” or by emailing admin@berkshiremaestros.org.uk or writing to us at Stoneham Court.

As soon as the Admin team has received the parent’s agreement/authorisation, you will be notified. Only then may the change of lesson be implemented. Following the change, you should confirm the implementation date/week to Admin for billing.

(This does not apply to a ‘group of one situation’ for which a separate procedure exists.)

INSTRUMENTS

New Pupils

A new pupil may require a hire instrument. All hire instruments are offered subject to availability. For pupils who take lessons with us, an extremely attractive hire charge of just £20.00 per term (2016/17) is offered for all instruments regardless of value.

Pupils who do not take lessons with us but who are members of a Maestros ensemble may still apply for a hire instrument. However, the charge is linked to the value of the instrument, ranging from £40 - £60 per term (2016/17 rates).

All instrument requests must be submitted via our online request form (hire/parent to complete). Teachers are asked to complete a hire card/email template with personalised hire recommendations.

Guidelines:

- Complete an instrument hire card/email with the student’s tuition details and recommended hire specification.
- Use the specific details box (fig. 1) to specify a size, type or make of instrument if necessary. Also use this box to quote ‘exchange’ if they are swapping an instrument.
- Choose a hire type (fig. 2); type A is a standard £20 per term hire, type B is for the £12 hire for school buy-ins, and type C is any other non-standard hire – the instruments team will be in contact with you to discuss if type C.
- By default, instruments will be collected via a music centre. Only tick the “Collecting from: Other” box (fig. 3) if you have agreed to deliver the instrument via a lesson. This must only be done under exceptional circumstances and with prior agreement with the Resources Team. You will be held responsible for the instrument until a signed hire agreement is sent to the instruments team.
- Issue the completed hire card to the hirer/student or alternatively, send the information via email to the hirer, a template email will be sent to you.
- The hirer will then fill out the online request form with the information you have supplied on the card/email.
- When the instrument is ready for collection from the chosen local music centre, the instruments team will notify the hirer by email, you will be CC’ in.

Teacher to complete the fields below

Teacher's Name:

Instrument Required:

Specific Details:

Experience:

- ☐ Beginner
☐ Intermediate
☐ Advanced

②

Hire Type:

- ☐ A
☐ B
☐ C

Collecting From:

- ☐ Music Centre
③ ☐ Other (discussed with teacher)

Follow the URL or QR code overleaf and input the above information when prompted.

Instrument Returns (non-project)

Hirers must return instruments (non-project) to the local music centre. Please ask them to contact the music centre manager to arrange a convenient time. On no account should the instrument be returned to you or left on school premises.

Project instruments - In2Music and PlayOn Projects

Guidelines for instrument hire will be included with the set of instruments at the start of the project.

In order to maintain a good stock of working instruments it is important that any project instruments that are not working or damaged are returned to Stoneham Court and replaced as soon as possible. A yellow label should be completed noting what is wrong and including IN2MUSIC in the school details (so that it can be removed from the schools allocation List). Please email resources@berkshiremaestros.org.uk in advance so that a replacement instrument can be made ready for collection/delivery.

Similarly if a school has instruments which are not needed for the current year group, please let the Resources Team know so that a pick up can be arranged.

Please be aware that children who have paid the hire fee for instruments are liable for replacing broken strings, bows etc and for repair to damaged instruments as per the terms and conditions of the hire.

On completion of a project please email the Resource Team with the following details:

- Name of school and instrument details
- If the instruments need collecting
- If you are able to return them to Stoneham Court yourself
- If the instruments are to remain in school for the next project.

Contact the Resources Department by email resources@berkshiremaestros.org.uk

PUPIL WITHDRAWALS

Introduction

Withdrawals should only take place at the end of a term. Parents are required to give notice by completing the necessary section on the website. If a teacher receives notice of withdrawal or stopping of lessons directly from the parent or pupil, they must inform Admin in writing immediately so that Admin can verify with the parent. A late notice charge of up to £40.00 may be charged to parents who discontinue their children's lessons without providing written notice as outlined in our terms and conditions:

- Withdrawal at end of Autumn term notice by 23 October
- Withdrawal at end Spring term notice by 12 February
- Withdrawal at end of Summer term notice by 28 May

Teachers will be notified of known future withdrawals and of immediate withdrawals (i.e. without notice) by the Admin team.

Inadequate notice to discontinue lessons

Self-employed staff should also refer to section on Pay Claims above.

Parents may, at any time during a term, opt to end lessons immediately. If a withdrawal occurs part way through a term, fees must still be paid until the end of the term. When a withdrawal takes place at the very beginning of the term, for that term, a late notice charge is incurred. Admin will advise you as soon as notice to withdraw has been received.

When Maestros does not receive adequate notice (e.g. immediate withdrawal at beginning of a term) and consequently a failure to receive payment in full to honour the teaching costs for the whole term), we ask our staff to follow the guidance below.

a) Individual lesson:

- enter "Withdrawn" on register after last lesson attended. Fill the place with a pupil(s) from the waiting list
- if unable to fill place and you are self-employed, see to 'Self Employed Claims'.

b) Group lessons: follow the procedure below.

- enter "Withdrawn" on register after last lesson attended.
- Follow 'Re-Grouping Pupils' procedure (see above)

Note: an impending 'group of one' situation must be notified to Admin as soon as you become aware that the situation may arise.

Suspended pupils

For Maestros to honour staff pay claims, we have to receive income from our customers for the services they have requested. Lessons are only suspended following a lengthy period of non-payment, during which time the parents have been sent an invoice, and 4 reminders.

Invoices and reminders are produced on a weekly rolling basis. You will be formally notified by the Deputy Finance Officer (DFO) if any of your pupils have been suspended via email. This will occur throughout the term.

You must take the following actions:

- cease teaching the pupil immediately
- inform the DFO how many lessons have been offered to the suspended pupil for the current academic year
- fill the lesson place at the earliest opportunity e.g. from the waiting list. You must not hold the place open
- enter an 'S' against the pupil name on the register
- submit a revised timetable to your curricular administrator to include any resulting group changes and highlighting any resultant group of 1 situations.

If you are asked by the DFO to resume teaching a suspended pupil, you should do so as long as you are able to accommodate the pupil. You must inform the DFO if you have no space available.

Please see the information below for further advice on how to handle a 'suspended' situation sensitively.

What to do if a suspended pupil turns up for a lesson.

We appreciate how difficult it is to turn a student away from a lesson when the reality is that the parent has not settled their account. If a suspended pupil arrives for a lesson, please follow the procedure below:

You may not teach the pupil.

What to say to the child

The pupil is often unaware that their lesson has been suspended. When a child who you know has been suspended turns up for a lesson, please use the following phrase:

"I've received a message from our Head Office. There is a problem with timetabling you for this lesson. I'm really sorry to say that I'm not going to be able to teach you today. Please ask your parents to contact Maestros as soon as possible so that we can get this sorted out in time for your next lesson?" We believe that this approach offers a sensitive way forward.

If the parent is present, please offer the same response as given above. Teaching staff should not be placed in a position where non-payment for lessons is discussed.

You may wish to ask the student to write a note in their practice book reminding them to ask their parents to contact Admin asap. NB. If necessary, write the switchboard telephone number (0118 9012370) in the child's practice book.

Do not contact parents directly or write to them about this potentially sensitive matter. Finance will have already sent a letter explaining why lessons have been suspended.

LESSON OBSERVATIONS, QUALITY ASSESSMENT OF TEACHING AND LEARNING (also applies to ensembles, workshops, rehearsals and/or any appropriate environment when teaching and learning takes place.)

Staff should refer to the Maestros' policy on Performance Management which gives guidance and full details on how we monitor staff performance, assess quality of teaching and learning with templates, example forms, advice on observation protocols, lesson planning etc

RECRUITMENT

All teachers are expected to undertake proactive and frequent recruitment, encourage new pupils to take up an instrument and existing pupils to join a Maestros choir or ensemble at music centre. We cannot rely upon a steady supply of new applicants - active and visible recruitment is an essential part of every teacher's responsibility. Children today have a wealth of alternative activities and sources of entertainment available to them –we have to compete against this reality. Effective and on-going recruitment is therefore vital both to Maestros future and to securing a steady supply of pupils for teaching staff. If you have no experience with recruitment strategies, concerts and demos to schools etc, discuss as a priority with your line manager. Some guidelines are below.

Lessons in School

- You can ask to do a short demonstration in any of the schools that you teach in; an assembly or year group is often the most successful.
- If there are other Maestros teachers at the school, consider a joint approach
- Promote any Bring a Buddy sessions or Have a Go and Big Play Day events.
- Maestros holds a range of publicity materials which can be used. Contact the corporate@berkshiremaestros.org.uk or your local Music Centre for supplies.
- It is absolutely forbidden to recruit pupils for your own private teaching away from Maestros. Failure to adhere to this is considered a breach of contract and a disciplinary matter. Similarly, Maestros teachers are not permitted to deliver tuition on Maestros behalf to pupils either in the pupil's own home or in the teacher's home. Please refer to the relevant guidance earlier in this handbook on these issues.

Recruitment – Music Centre Activities

- Invite pupils who are thinking of joining a band, ensemble, orchestra or choir to come along to a 'taster' session. This is not a free trial and does not apply to county groups.
- Draw attention to any 'Special Offers' that may be available from time to time (e.g. reduced membership for first term – refer to website for current offers).
- Following the taster, attendance at further sessions will only be permitted if a completed enrolment form has been returned by the parents.
- In the event that a child or parent hands you an enrolment form, pass it immediately to the Music Centre Manager who will process it and the child will start immediately. Note: payment is not required at this stage – but if you are handed money, again, pass it to the centre manager.
- Ensure that pupils do not attend subsequent sessions following the taster unless an application has been returned by the parents. If this information reaches the Admin Team later than requested and the student has continued to attend the ensemble, we will invoice the parent in full, or if appropriate issue a receipt for payment.

Please help us to avoid difficulties when parents question why they have incurred unexpected costs!

Retention

Retaining pupils is as – if not more – important than recruiting new ones. Pupil progress and achievement, engagement and fun, enjoyment, together with kindness and genuine interest in the pupil and excellent communication with parents are imperative. We lose about 10% of our pupil cohort every term – this can be halted.

REGISTERS

Overview

Separate registers exist for:

Parent Paid and Bought In Instrumental/Vocal Teaching in Schools and Music Centres (colour coded PP blue/ BI white) **In2Music/Play On** (Lilac)

Guitar – Pay Per Pupil. You will be advised if you fall within this category. (Colour coded salmon)

These registers are available from Stoneham Court and local music centres.

Maestros registers are not required for Projects in Schools (IN2MUSIC). However, a list of the pupils must be obtained from the school for health & safety purposes.

Registers for ensembles, bands, orchestras, choirs, Mini Maestros and theory classes are in the form of an A4 sheet. These are issued each term by the music centre manager and should include those pupils waiting to join. These registers will remain at the music centre unless there are alternative local arrangements in force.

The Basics

The register is a statutory document. Failure to maintain an accurate register and/or for the register to be present when teaching is a disciplinary offence. You will receive a register for each of your teaching or project venues. Registers are normally issued at CPD at the beginning of the Autumn term but are available to collect at any time from Admin and music centres.

You may use an electronic register on a hand-held device but the information recorded must be transferred to the hard copy register as soon as possible following the lesson. You should be mindful of data protection legislation when storing pupil data electronically.

- Registers must be kept updated at all times; the register is a legal document and planning is essential for effective teaching.
- **All sections of the register must be completed in ink; Do not use pencil**
- Do not use correction fluids (Tippex).
- Name of venue/school/academic year on both cover and inner page of the register
- Clearly list forenames and surnames of all students taught. Pay attention to spellings please (refer to your pupil list).
- Refer to notes on back page of register for further guidance.

Completing a register

Refer to Notes on back page of the register. Ensure the following are entered:

- Code to indicate lesson type e.g. G20, G30 etc. (Refer to section on Lesson Groupings above)
- Clearly identify in which group each pupil is taught by entering the grouping letter **code** (A, B C etc). Required for both group and individual lessons.
- The lesson week number above each date the lesson was delivered. Parents pay for, and expect 33 lessons across the academic year.
- Any 'make up' lessons (i.e where you were absent for a previously planned lesson), should be clearly marked. Please note: if a student cannot attend a 'made up lesson' (i.e. the teacher has moved the lesson venue from a school to the Music Centre), you cannot claim for that student as Maestros will have to raise a credit to the payee.
- Where lessons are extended to make up for a missed lesson, record this clearly.

- If lessons are covered by another teacher, then name of the covering teacher must be recorded in 'Notes'. The covering teacher must keep a record of those in attendance and this information retained and used to update your own register.
- Always make an entry against each pupil. If the pupil does not attend, use one of the reason codes (see front page of register)
- If a pupil is Suspended (see above), this should be clearly indicated
- When a pupil withdraws, write 'Withdrawn' immediately after the last lesson.
- Utilise the Notes section to record relevant information.
- Ensure you have identified the grade/NQF level of each pupil at the start of the year and again at appropriate times when exams are passed or grade/level changes and at the end of the year/final lesson. This information is required for data returns to government as well as being a useful guide to pupil progress across the year.

At the end of the teaching year

- For parent paid lessons (blue register) complete 'Lessons Offered' box for each pupil – even if they withdrew during the year.
- Complete the box on the front page to indicate whether or not you have achieved the required number of lessons and sign.
- The original registers must be returned to the Admin team at the end of the summer term or immediately upon completion of teaching, whichever is the sooner.

IN2MUSIC Projects

You are not required to keep a separate register but maintain a planning workbook.

- Obtain a list of pupils from the school
- Record number, Year Group and gender of every pupil/class
- Be aware of the number of teaching weeks that you are required to deliver – this varies according to length of the project (see above)
- Maintain a Planning Workbook for all projects in schools
- When a pupil takes an instrument home, you must record the instrument number against the pupil name. (see separate guidelines provided with any set of project instruments for hire details).

Replacing a lost or damaged register

Lost Register

If a register is lost, report this immediately to the Admin team. Backtrack –have you left it a school or music centre? Start the new register from the point reached in the teaching year. If previously submitted, a copy register will be provided by Admin to help create a new register.

Damaged Register

If your old register has become damaged or has simply got in a mess, **copy all entries and Notes** onto the new register and return the old register to Admin team.

For both lost or damaged, please note clearly on front page: "Replacement Register".

TIMETABLES / SCHEDULES

Teacher timetables must be kept up to date and as accurate as possible. This is basic professional responsibility. It is essential that staff ensure all amendments to timetables are communicated to the relevant curricular administrator and the Curricular Head immediately. Information provided is relied upon for payroll, administration and by senior staff. It is also vital for health and safety reasons that we know your whereabouts at all times. Your line manager will also discuss your timetable with you at meetings and when observations take place.

Where to find the Timetable (schedule) Template

The current timetable template and guidelines will be found by clicking on Timetables at www.berkshiremaestros.org.uk/staff

Submission of information

The Admin team must be supplied with detailed timetables for each teaching location. The details you provide are then entered onto the computer database. The timetable will show lesson times (i.e. the lesson rota) and the Total Contact Time split by lesson type and activity undertaken e.g. ensemble, IN2MUSIC etc. Accurate timetables enable us to maintain a single comprehensive record of all teaching and related activities. Curricular Heads must ensure that teaching staff submit revised information as changes occur. If there have been no changes during the previous half term, confirm by email (see page 19).

Timetable data is maintained by the admin team curricular administrator. Please submit timetables to the appropriate curricular email address.

Please:

- submit your timetable as soon as possible before the start of the teaching year. Do not wait until the timetable is completely finalised - amendments can be sent in later.
- submit a new/revised timetable whenever there is change to your teaching. Where practical, changes to your timetable should be highlighted in colour rather than retyped.
- at the beginning of the spring and summer terms, EITHER email to confirm that no changes have occurred OR send a new/revised timetable if changes have taken place since your last submission - *Admin will need copies of timetables even if no changes so that we can see the dates the teachers have scheduled over the term.*
- ensure that your contact time is split by category and totalled accurately.

When taking on teaching from another member of staff OR when you pass some of your teaching to another staff member, please inform the curricular administrator.

There is no requirement to show annual allowances for courses or auditions on these timetables. At present these timetables record the regular activities that take place in schools, with First Access projects and ensembles in music centres, buy in ensembles or curriculum provision, lunchtime clubs etc – everything you do on a weekly basis. Do not add PPA time. This will be added separately to the overall allocation rather than spread between activities.

Communicating the Timetable

A timetable must be displayed in each secondary school where you teach, with a copy being given to the head of music. In primary schools, give a copy to the Headteacher and music subject leaders. To maintain a good relationship with our customers, a timetable plus any subsequent updates should also be emailed to parents.

Where there are sufficient students, lessons at secondary schools should be scheduled on a rotation basis to ensure that a pupil does not miss the same class subject each week. You must display the timetable on the appropriate notice board at secondary schools.

As stated above, a copy of the new/revised timetable must be submitted to the curricular administrator when a change occurs.

Timetable Changes (teacher change)

- Please also inform the relevant curricular administrator if you would like letters sent to parents relating to a change of teacher. While this instruction will usually come from the curricular head, some teachers deal with this directly. However, the Admin Team must be informed directly if you would like a notification to be sent from Admin.
- Do not make an assumption that letters will be sent on your behalf; this will only be done if you make the request.
- It is important to keep our customers informed and we rely upon our staff to help the communication process work.

PUPIL AND PARENT MATTERS

Communication with Parents/Carers

Prompt, accurate and regular communication goes a long way towards building a good relationship with the customer – ie .the parent. Parents undertake a significant financial outlay for their children's lessons and expect to be kept informed at all times.

Parent contact details (telephone numbers and email addresses) for all your pupils may be obtained from your Contact Details list. This can be provided at any time from the Admin team who will email them to you. Should you also require postal addresses, a hard copy will have to be provided to comply with issues of data sensitivity. Customer information is stored on our database, Paritor *Ensemble*. Any data is subject to the Data Protection Act 1998 and under no circumstance should information be passed to persons who are not employed or contracted to Berkshire Maestros. Teachers should:

- Inform parents of the first lesson of term. This must be a priority and should always be completed at least 5 working days in advance of the first lesson
- Provide advance notice of changes
- Phone to give short notice of a lesson cancellation
- Use Maestros Practice Notebooks to communicate non urgent/general matters
- Contact parents (or the school) when you have concerns about a child. Refer to procedure 'Pupil Commitment / Behaviour' (see below)
- Contact parents in a timely manner when requested to do so by the Admin team
- Telephones and computers can be used in Music Centres for Maestros business.

Pupil Absence

- You must alert parents/carers by telephone when a pupil misses two consecutive lessons without reason
- If the student fails to arrive for the third consecutive lesson, send a 'Pupil absence letter' (template on website/staff) to the parents and copy to Admin Team

- After the fourth consecutive missed lesson and in the absence of any response to your 'letter of concern' you should strike the pupil from your teaching checklist. Inform the Admin Team who will issue a final letter informing the parent/carer that we have now assumed that the child has withdrawn from lessons
- Should it transpire that there is a valid reason for the absence which requires lessons to be re-instated, the Admin team will inform you
- Regroup or add another student in order to fill the place of the 'missing' student.

Pupil Commitment / Behaviour

Pupils are expected to behave in a responsible and courteous manner at all times and to attend lessons regularly. Poor attendance or disruptive or anti-social behaviour may result in tuition being withdrawn. If you need advice, please seek guidance from your line manager, Curricular Head or SMT.

- Alert parents/carers, initially by telephone, if you perceive a lack of commitment e.g. failure to practise
- Alert parents/carers in the event of irregular attendance at lessons
- If you have concerns regarding the pupil's behaviour during a lesson, first consider whether the issue is the way you are teaching. Also consider if there may be child safeguarding issues at play. (Refer to Policy and act appropriately)
- Should you consider that the behaviour is not connected to child safeguarding, and the lesson takes place in school, raise the matter with a member of the school staff
- If the school cannot help, or in a music centre lesson, telephone the parent to discuss
- In the event that an improvement does not take place, you should send the parents a formal 'Letter of Concern' (template on website) and send the Admin team a file copy.
- If there is still no improvement, seek advice from your line manager.

Note: In the event of rude, abusive or aggressive behaviour from parents, please record the incident and inform Admin and your line manager.

Practice Notebooks: How to use them

- Each pupil having instrumental lessons **must** be issued with and use a Maestros' Practice Notebook. Supplies are available from Music Centres and Stoneham Court.
- Teachers should ensure that their contact details are made available to parents/students as appropriate and there is space at the front of the practice book for this. Your Maestros email address is sufficient.
- You or your pupil(s) should fill them in each lesson, including the week's practice.
- Each half term, targets should be set and written up in the appropriate place
- Use to communicate non urgent/general matters, to parents/carers
- Likewise, the Practice Book may be used by parents/carers to communicate with the teacher. Check weekly for any notes etc.
- The book can also be the vehicle for delivery of interim progress reports and appropriate pages are available for this.
- **Students and their parents have the right to expect that their teachers write weekly in their practice books, commenting on progress that week, targets for improvement, practice guidelines for the next week etc.**
- Comments could include:
 - feedback and specific guidance about pupil performance/progress thus enabling them to understand how to improve their playing in future.
 - Identifying what has been done well and what still needs improvement – ask and involve students in this process
 - **Write comments legibly, use language that students and parents will understand.**

Where a pupil forgets their practice book regularly, it may be beneficial to you and the student (and the relationship between you and the parent) to email the parent with any practice requirements for the week ahead, information about new books, exam prep etc.

Teachers must issue existing pupils with the current version of the book at the start of the new teaching year. New pupils must be given a practice book at their first lesson.

Progress Reports and Pupil Assessment (where applicable – reviewed annually)

Parents expect to receive regular and professional feedback about their child's progress. An annual written report must be produced for each pupil taking lessons. The only exception is for guitar pupils who have a Riband book which is regularly maintained. Maestros recognises that meaningful formative and summative assessment plays a crucial role in helping children to be aware of their own strengths and weaknesses and to be involved in identifying how to improve. All teachers should engage in this kind of assessment in their day-to-day teaching. The annual written report is a professional responsibility we take very seriously. It is a very valuable and rewarding process, intended to benefit teacher and pupil alike.

All teachers **must** complete an annual report for each pupil (except IN2MUSIC/ensembles) and email an attached report to the parent during the summer term; copying in their Curricular Head who will monitor and quality assess the process. SMT will carry out random sampling. Teachers are required to keep copies of all reports in case of future queries by parents.

Teachers will need email addresses of all parents in order to send written reports. These should be stored securely in line with Maestros' data protection policy.

Regular assessment should:

- be part of effective planning and central to all teaching and learning
- focus on how students learn and recognise the full range of achievements
- be sensitive and constructive because any assessment has an emotional impact
- take account of the importance of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- enable learners to receive constructive guidance about how to improve
- develop learners' capacity for reflective self-assessment.

Assessing Students as part of each lesson

- Encourage students by recognising their personal efforts and achievements. Positive reinforcement is a powerful motivating factor
- Avoid over-correcting to the detriment of a child's confidence.
- Use questioning, peer-assessment and self-assessment techniques to enhance students' understanding of the activity and of the expected learning outcomes.
- Help students understand how their performance/achievement is assessed by setting up exercises in lessons/class/rehearsals.

The report:

- Should be the summative assessment of the child's progress to date and be the result of regular verbal dialogue with each student and continuous assessment. It should contain no surprises for either student or parent.

- Provide parents with a short statement containing accurate, relevant and up-to-date information about what their child is learning, their musical development, understanding and progress as well as their effort and overall attainment.
- Comments should help students and parents understand what progress has been made to date and identify the next steps of learning.
- Set at least one attainable target for the student to aim for during the next few weeks. When setting this target, specify what the student should aim to do to achieve it, how they should go about practising/improving and a time frame. Aspirational targets can be motivational but if set, should be realistic and achievable.
- Reflect attitude, behaviour and attendance in the teacher comment as appropriate.
- Address aspects of technique specific to their instrument within the comment where appropriate or where a check in an earlier box needs expanding.
- Ensemble membership – current and future – should be included in the comment as appropriate. Teachers should know which ensembles are run at which times/venues etc. and be able to advise their students and parents accordingly. All teachers should advise parents about ensemble membership and relevance to their child's learning.
- Criticism should be constructive. Offer specific guidance for improvement.
- Comments should be written for all who are receiving lessons. For students who have only received a few lessons due to starting recently, absence etc., comment briefly on attitude and progress to date with an appropriately encouraging target.

MUSIC EXAMINATIONS AT MAESTROS

Music examinations are an important part of musical learning, both for encouraging and challenging a pupil to reach new goals, and for assessing their achievements. They do not suit every child and teachers should discuss what is appropriate and encourage pupils accordingly. Currently pupils may be entered for ABRSM and Trinity music exams. Maestros aim to offer a service that supports the whole process from entry to certificate/mark-sheet distribution and we encourage our teachers to enter pupils through Maestros. Co-ordinating the exams and supporting pupils on the day helps us to achieve our aim of ensuring both the pupils' sense of security and confidence. Please note: You should ensure that parents are aware of the need for an accompanist where appropriate.

The principle exam centre is Stoneham Court. Entries for ABRSM and Trinity exams and all administration is dealt with by the Exams Officer – (see Who's Who); email address exams@berkshiremaestros.org.uk. Entries for Rock School are made by the teacher directly with the Board. Deadlines for entry and exam dates, together with standard letters for use, are published at the start of each term so teachers can choose when they enter pupils to suit them best.

We are unable to guarantee specific dates or times but if a student has something unavoidable that will mean a particular date is not possible, every effort will be made to accommodate them but guarantees cannot be made.

Handling of Payments

Teachers must not handle money through their own accounts – all payments must be made directly to Maestros Exam registration and payment can ONLY be made on line via the link detailed in the exam letter. Maestros cannot be held responsible for any financial arrangements that do not follow this policy. Entries will not be made without the payment being received by the deadline.

Additional information

- Certificates will bear the name Berkshire Maestros.

- Deadline dates for entries are published by the Exams Officer in good time; please help by meeting these as early as possible.
- Results for any exams not entered through Berkshire Maestros should be sent to the Exams Officer.
- Results will be sent to staff for them to notify students. Mark sheets to be collected from Stoneham Court or your nearest music centre.

Submitting results

- If you enter pupils for exams, you must submit their results on a regular basis.
- Use the forms found on our website.
- Forms are available in Excel and Word. Click on whichever you prefer in order to open the form and then go to File – Save As to save a copy to your computer.
- Results should be returned to Catherine Wilkins.

Music Medals

- The ABRSM Music Medals scheme offers an alternative type of exam. Music Medals are specifically designed to fit comfortably with group lessons: playing with others, playing solo, improvisation, call and response games and sight reading.
- Assessments can even take place during the course of a normal group lesson and we have a video camera that staff can borrow.
- If you are interested in registering, complete and return a form to your curricular head
- The form will be counter-signed and then sent to the Music Medals team.
- They will issue you an applicant number and password to enable access to online training covering all aspects of assessing Music Medals, including making entries.
- Contact the Music Medals Team if you have any queries:

Email: musicmedalsoffice@abrsn.ac.uk Web: www.musicmedals.org

Schemes of Work, Programmes of Study, Resources, lesson materials

Each Curricular Head is responsible for developing and maintaining an up-to-date, exciting and challenging Scheme of Work for all instruments within their curricular area. Appropriate resources and exemplar materials to support each scheme of work will be available from the Curricular Head. All staff are expected to engage with the development of new resources and materials and contribute actively to their preparation. Staff are expected to share resources and ideas between each other and between curricular areas, working collaboratively to improve teaching and learning in all areas of Maestros' work. All staff are expected to stay up-to-date with current developments in educational pedagogy and new initiatives in their instrumental area. All staff are expected to be proactive in their own learning and to engage in continued professional development, attending Maestros CPD and contributing effectively to the development of the teaching programmes in curricular sessions.

All staff should adhere to the teachers standards and plan, prepare and deliver high quality, effective lessons and musical sessions to all, whether in school, music centre or ensembles. Staff will be observed at least once each year and SMT/Middle Leaders may drop in to lessons at any time for quality assessment purposes.

OFFSITE EDUCATIONAL VISITS

Any member of staff wishing to organise an offsite trip, visit, event or activity, must refer to the current Educational Visits policy. The Educational Visits Officer is Helen Robertson who can be contacted with any queries. All aspects of the policy must be adhered to rigorously before any offsite visits may take place.

Before starting to organise a tour and taking money from parents, permission to organise that tour must be applied for in writing to the Chief Executive and must have been granted

Before arranging or confirming any offsite visit (even if only a one day trip/event), event organisers must complete the relevant EVF form and submit to the EVC.

WHO's WHO – CONTACT DETAILS

Central Services		
Chief Executive Officer	Lynne Ellis	0118 9012360
Director of Educational Development	Helen Robertson	0118 9012362
Director of Strategic Hub Development	Steve Christmas	0118 9012362
Director of Business Operations	Andrew Minns	01189012372
Finance Officer	Fay Martin	0118 9012382
Deputy Finance Officer	Angela Dyster	0118 9012380
Finance Assistant	Caroline Skingley	0118 9012368
Payroll/Personnel Officer	Tina Esposito	0118 9012369
Head of Resources	Richard Raymond	0118 9012385
Lead Administrator Resources	Lucy Burden	0118 9012373
Instrument Co-ordinator	Maxine Snape	0118 9012353
Instrument Co-ordinator	Jenni Phillips	0118 9012353
General Assistant	Josef McCormack	0118 9012355
Head of Customer Administration Services	Julia Lambourne	0118 9012389
Senior Administrator – Customer Administration	Malwina Lukiewicz	0118 9012381
Administrator – Customer administration	Lisa Jenkins	0118 9012371
Administrator- Customer Administration	Tracey Atkinson	0118 9012383
Administrator – Customer Administration	Jess Wilkins	0118 9012365
Administrative Assistant – Customer Administration	Emily Somerville	0118 9012389
Services to Schools Liaison Officer - JMFs	Naomi Hinton	0118 9012374
Marketing and Communications Manager	Marie Watson	01189012354
Marketing Officer	Vanessa Harbutt	0118 9012357
Design and Publicity Co-ordinator	Vacant	
Head of Staff Recruitment and Professional Development Co-Ordinator	Dawn Garside	0118 9012356
County and Academy Co-ordinator	Jude Bowers	0118 9012386
County and Academy Co-ordinator	Emily Freeman	0118 9012386
Teaching		
Head of Brass and percussion	Rob Croft	07811 905168
Head of Guitar and strings	Jonathan Burnett	07779 727432
Head of Keyboard	Anna Lang	07990 762070
Head of Voice	Louise McGahon	07970 964042
Head of Woodwind	Catherine Millar	07879 641195
Head of Early Years	Margareta Burrell	01582 416343
Head of Academy and Advanced Studies	Caroline Woodhouse	07709 846416
North Wokingham and Reading Music Centres		
Centre Manager and Exams Officer	Catherine Wilkins	0118 9012366
Area Senior Leader	Hilary Smethurst-	07436 090216

	Evans	
Newbury Music Centre		
Centre Manager	Tracey Oldman	0118 9439610
Area Senior Leader	Wendy Harvey	07436 090218
South Wokingham and Bracknell Music Centres		
Centre Manager	Rosie Saxton	01344 782970
Area Senior Leader	James Baker	07801 639794
Windsor and Maidenhead Music Centre		
Centre Manager	Dawn Parker	0118 9439620
Area Senior Leader	Ben Stevens	07891 760384
Orchestral Manager	Rosie Saxton	01344 782970
Hungerford Music Centre		
Centre Manager	Tracey Oldman	07921 808852
Area Senior Leader	Sam Wyne	07842 779617
Caversham Music Centre		
Centre Manager	Catherine Wilkins	07921 808895
Area Senior Leader	Sam Wyne	07842 779617

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