one education music



# Activities & Participation Lead

## Recruitment Pack


OneEducation

0161 276 0104

5th Floor, Alexandra House

133 Moss Lane East

Manchester



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GMH

# One Education Music – inspiring Manchester's Young Musicians

Music has the power to build confidence, develop creativity, encourage self-expression and help young people discover something they can enjoy throughout their lives. We believe that every lesson, rehearsal, performance and musical conversation contributes to that journey.

One Education Music is Manchester's music service. We work in partnership with almost every school in the city, engaging more than 26,000 pupils each year. We support schools and multi-academy trusts (MATs) to deliver high-quality, inclusive, coherent and sustainable music provision that meets their needs, supports their own teams, and creates meaningful musical experiences for every child.

## Our service at a glance

- **20,000+ hours** of music provision delivered annually across more than 130 schools
- **4,000+ hours** of music provision delivered annually across our four Music Centres
- **50+ music instructors** bringing a wealth of musical expertise and professional experience
- **Access to instruments and resources** through our school-based provision and Music Centres

Our music instructors bring a wide range of musical experiences, skills and perspectives to their work. We value this diversity and the contribution every member of staff makes to our service. We want you to feel supported to share your expertise, develop your practice and continue to grow as a musician and educator.

## Our Music Centres

One Education Music runs Music Centres across Manchester, providing children and young people with opportunities to make music together beyond the school day. Through a diverse programme of bands, ensembles and creative workshops, pupils can explore their interests, develop new skills, build friendships and celebrate their musical achievements.

Our Music Centres provide welcoming and inclusive environments where young people can develop their confidence, discover new musical interests and progress at their own pace. With opportunities to explore a wide range of instruments, participate in ensembles and learn alongside other young musicians, our programme supports meaningful musical progression and a lifelong enjoyment of music.

## What we value

As part of the One Education Music team, we:

- Put pupils at the heart of our service and inspire them to enjoy making music.
- Create welcoming, inclusive and positive learning environments for everyone.
- Encourage every pupil to make progress, whatever their starting point, experience or ability.
- Work positively and professionally with schools, colleagues, pupils, parents and carers.
- Maintain high standards of safeguarding, professional conduct and care.
- Share ideas, resources and good practice to strengthen our work together.
- Take responsibility for developing our own skills, knowledge and professional practice.
- Ask for help when we need it. We believe in working collaboratively, and no one is expected to know everything or solve every challenge alone.

## The support you can expect from us

We want you to feel part of a team, even when your role takes you across different schools and settings. We are committed to supporting our colleagues through professional development, access to resources and guidance, opportunities to collaborate, and conversations about practice and personal development.

If you are unsure about something, have a concern, need additional support or have an idea that could improve our service, we value open communication, constructive feedback and a willingness to learn from one another.

## Making a difference through music

Our ambition goes beyond delivering music lessons. We want every child and young person to have meaningful musical experiences and opportunities to develop their confidence, skills, creativity and enthusiasm for music and learning.

The role you are applying for is an important part of making that ambition a reality. By supporting colleagues, developing our Music Centres and wider provision, building strong partnerships and widening access to musical opportunities, you will help us continue to improve the experiences and outcomes of children and young people across Manchester.

Thank you for your interest in joining One Education Music. We hope this introduction gives you a sense of our purpose, our values and the difference you could make as part of our team. We look forward to receiving your application.



Adam Cooke

**Executive Head of Service**





# Job Description
# Activities & Participation Service Lead

**Terms & Conditions** Full time (37 hrs per week). 30 days AL allowance + bank holidays

**Salary** £40,000

**Pension Scheme** LGPS

The postholder reports to the Head of Service and is a member of the Music Service Senior Leadership Team. The main contacts for the role are other senior leaders, music instructors and internal stakeholders. External contacts may include school leaders and other school-based staff, partner organisations, funders, children and young people, and their families.

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## Overview & Purpose of Role

To lead the strategic and operational development and growth of high-quality learning opportunities for pupils through out-of-school music provision, including the Music Centres programme, events, partnership projects and other opportunities aligned with service priorities.

The main aim of the service is to inspire, facilitate and support children and young people to learn about, participate in and enjoy music and singing throughout their lives by improving engagement, participation, inclusion and diversity across all activities.

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## Main Duties

1. Lead the strategic and operational development of the out-of-school programme, including across all Music Centres, ensuring the best possible outcomes for participants.
2. Line-manage a designated team of music instructors, setting clear expectations for teaching and learning and for the behaviours that support the culture of One Education Music and the wider company.
3. Oversee and monitor relevant data, key performance indicators (KPIs) and evaluation processes, identifying opportunities to develop and grow provision and responding proactively to the current and future needs of children and young people.
4. Coordinate and develop performance opportunities, events and other activities that showcase young people's achievements and inspire their wider communities.
5. Develop and oversee a robust and visible remissions and support programme, working with external partners such as Young Sounds UK, to ensure access to opportunities for pupils facing additional barriers.

6. Support teaching and learning among staff delivering provision in out-of-school settings, promoting the highest standards and developing and supporting quality assurance of their practice.
7. Foster and embed collaborative partnerships with local and national organisations.
8. Build on strong relationships with schools to actively promote Music Centres and other out-of-school opportunities.
9. Monitor and develop a city-wide ensemble programme by providing strategic support to music instructors involved in ensemble provision in schools and other settings.
10. Promote equality, diversity and inclusion across music delivery, projects and events, ensuring high-quality, appropriate provision for all young people, particularly those with additional needs and/or disabilities.
11. Champion and support the safety, welfare and well-being of pupils as a trained Designated Safeguarding Lead. Lead on health and safety and child licensing compliance for out-of-school activities and performances.
12. Attend meetings as a member of the service's Senior Leadership Team and other relevant meetings, making a positive contribution to the strategic development of One Education Music and to engagement with internal and external stakeholders.
13. Ensure compliance with One Education policies and procedures relating to HR, safeguarding, equality and diversity, data protection, GDPR, health and safety, and child protection.
14. Undertake any other duties commensurate with the grade of the post that may be necessary.

## Accessibility and inclusion

Where the postholder is disabled, every effort will be made to provide the necessary aids, adaptations or equipment to enable them to carry out all the duties of the post. If, however, a particular task proves unachievable, job redesign will be given full consideration.

Our Music Service is proud to be committed to employing a diverse workforce.

## Working hours

The nature and demands of the role mean that working hours are not always predictable, and work outside normal hours will occasionally be required. Regular evening and weekend working is required to support concerts and other Music Service events. This includes regular attendance at Saturday Music Centres and evening centres as part of the postholder's normal working pattern.





# Person Specification
# Activities & Participation Service Lead

For this role, we are looking for an excellent colleague who can demonstrate the following:

## Essential criteria

### Qualifications and professional knowledge

- A relevant degree or equivalent professional experience.
- Experience of working in a school, music service or music education setting, with a thorough knowledge and understanding of Music Hubs and national developments around music education.
- A broad understanding of musical genres, teaching and learning approaches, and musical progression routes and pathways.
- A thorough understanding of safeguarding principles, relevant statutory guidance, including *Keeping Children Safe in Education*, and responsibilities relating to the safety and welfare of children and young people.

### Leadership and service development

- Experience of developing and delivering strategic and operational plans to improve, develop and grow music education provision.
- Experience of line-managing, motivating and developing colleagues, including setting clear expectations, supporting professional development and promoting high standards of teaching and learning.
- Experience of quality assurance and supporting the development of colleagues to improve the quality and consistency of provision.
- Strong project management skills, including the ability to consult, plan, coordinate, monitor and evaluate activities and projects.
- The ability to analyse and interpret data, monitor key performance indicators, evaluate outcomes and use evidence to inform decision-making and service improvement.
- Experience of planning, coordinating and delivering musical events, performances or ensemble activities.

### Partnerships, inclusion and stakeholder engagement

- Evidence of effective partnership working at an organisational level, including the ability to build and maintain positive relationships with schools, families, partner organisations and other stakeholders.
- The ability to promote music education opportunities and increase engagement and participation among children and young people.
- A strong commitment to equality, diversity and inclusion, with an understanding of how to identify and address barriers to participation, including financial barriers and those experienced by children and young people with additional needs and/or disabilities.
- The ability to communicate effectively and work collaboratively with a wide range of internal and external stakeholders.

### Personal and organisational effectiveness

- Excellent organisational, time management and prioritisation skills, with the ability to manage competing demands and meet deadlines.
- The ability to work flexibly and adapt to changing workloads, service priorities and organisational challenges.
- Proficiency in using office IT systems and programmes, including those required for data management, reporting and communication.
- A willingness and ability to work outside normal office hours, including regular evening and weekend working as part of the normal working pattern.
- A commitment to continuous professional development and the ongoing improvement of personal practice and service delivery.

### Safeguarding and compliance

- The ability to apply organisational policies and procedures relating to safeguarding, child protection, equality and diversity, data protection, GDPR, health and safety and other relevant requirements.
- An understanding of health and safety responsibilities and relevant child licensing requirements associated with music activities, events and performances.
- Willingness to undertake the appropriate Disclosure and Barring Service (DBS) check for the role, and any other training, in accordance with applicable requirements.

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## Desirable criteria

- Experience of leading or coordinating music provision across multiple settings, including Music Centres or similar programmes.
- A high level of personal musicianship, with experience of ensemble directing.
- The ability to model excellent music teaching and ensemble direction.
- Experience of developing or managing financial assistance, fee remission or other support arrangements to improve access to music education.
- Experience of coordinating ensembles, performances or musical progression opportunities across schools and other settings.
- Relevant Designated Safeguarding Lead training and experience, or a willingness to undertake the required training and responsibilities, where appropriate.

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## Expected personal style and behaviour

- Commitment to the ethos and values of One Education.
- Demonstrates integrity, honesty, fairness, professionalism and accountability.
- A strong commitment to safeguarding and promoting the safety, welfare and well-being of children and young people.
- A demonstrable commitment to equality, diversity, inclusion and equitable access to opportunities.
- A collaborative and supportive approach to working with colleagues, schools, families and partner organisations.
- A proactive approach to problem-solving, service improvement and responding to new challenges.

- A commitment to continuous learning, reflective practice and professional development.

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## Additional requirements

- The ability to travel between Music Centres, schools and other locations as required to fulfil the responsibilities of the role.

