

## JOB DESCRIPTION

<b>JOB TITLE</b>	Associate Teacher - Singing and Music
<b>TYPE OF CONTRACT</b>	Permanent, fractional (0.6)
<b>RESPONSIBLE TO</b>	Course Leader and Lead Practitioner for Singing and Music
<b>COUNTERSIGNING MANAGER</b>	N/A
<b>GROSS ANNUAL SALARY</b>	£20,422 - £22,200 pro-rata £34,000 - £37,000 FTE
<b>HOURS OF WORK</b>	0.6 FTE (22.20 hrs per week)  To be worked in accordance with the timetabling requirement, this may include evening and weekend work as and when necessary
<b>KEY WORKING RELATIONSHIPS</b>	Students, Head of Actor Training, Course Leaders, Lead Practitioners, Access, and Widening Participation Manager
<b>INTERNAL</b>	
<b>EXTERNAL</b>	Industry
<b>PROBATIONARY PERIOD</b>	Your employment will be subject to a probationary period of 6 months
<b>HOLIDAY ENTITLEMENT</b>	28 days per year plus bank holidays; (This is inclusive of any days when LAMDA may be closed i.e. towards Christmas closure)
<b>PENSION</b>	After 3 months of continuous service you will be automatically enrolled into our qualifying workplace pension scheme with AVIVA. LAMDA will make an additional contribution in accordance with auto-enrolment regulations
<b>BENEFITS</b>	After six months of continuous service and on successful completion of the probationary period, you will become eligible for the following benefits:
<b>(1) GROUP LIFE ASSURANCE</b>	LAMDA offers a death in service benefit where the nominated beneficiary could receive approximately 4 x annual salary payment if death occurs whilst in service

<b>(2) SEASON TICKET LOAN</b>	LAMDA offers an interest free loan for the purchase of an annual season ticket .
<b>(3) CHILDCARE BENEFIT SCHEME</b>	LAMDA offers childcare vouchers as part of a salary sacrifice scheme. This benefit will enable employees to make significant savings on their tax and national insurance contribution
<b>(4) EMPLOYEE ASSISTANCE PROGRAMME</b>	LAMDA offers an employee assistance programme (EAP) which is confidential and easy to access. This service is available to staff 24 hours a day, 7 days a week

## JOB PURPOSE

To contribute to the delivery of all LAMDA's teaching and learning programmes by providing training and teaching in small groups, drawing on professional knowledge, experience, and current industry practice. Applied specialist support for internal and external projects, such as Musical Direction, Vocal Arrangements and Singing Support. Supporting the student learning journey and professional development by fulfilling the role of personal tutor. Assessment, Report writing and lesson planning, and contribution to curriculum development.

## DUTIES AND RESPONSIBILITIES

- To accompany classes and provide Musical Direction for special projects
- To provide teaching and training with individual and small groups of students with a specialism in at least two of the following:
  - Acting Through Song
  - Ensemble Singing and Musicality
  - Repertoire
  - Contemporary Singing Techniques
  - Song Writing and Music Creation
- To provide a safe and inclusive environment that supports all our students in their learning and development, employing a proactive approach to zero tolerance anti-racist teaching and practice appropriate to a drama training setting, and fostering white allyship within the LAMDA community
- To discuss, with the Head of Acting, Lead Practitioner for Music and Singing and course leaders, the broad content of the teaching to be undertaken and the methodologies for/purposes of that teaching
- To prepare for the teaching sequence by drawing together relevant knowledge from their research/professional experience and undertaking any necessary scholarship to cover the range of teaching input required
  - To prepare for each teaching session by selecting and preparing the content, deciding upon any exercises/materials to be used and planning their approach to the session
  - To ensure that content, methods of delivery and learning materials will meet the defined learning objectives for their sessions

- To contribute to the quality of all LAMDA programmes by contributing based on their research/professional knowledge
- To help students absorb knowledge, build upon it, and help them to overcome any problems they encounter in understanding and applying knowledge
- To promote depth of learning by providing clarification of material taught, responding to student questions, facilitating discussion in classes, providing any supplementary explanation/material required and introducing them to new issues raised in recent research and/or current professional practice
- To provide individual academic advice/support to students, including advice on appropriate reading and recent developments and to act as a personal tutor to students to deal with and, where appropriate, triage non-academic aspects of the student experience
- To provide formative feedback to students in class where required, to set assessment tasks, mark formally assessed work (subject to moderation by the Lead Practitioner) and act as a principal marker for any assessment tasks they have set
- To undertake organisational and administrative tasks directly related to your own teaching.
- To contribute to LAMDA's external work to widen participation, specifically by teaching and training as part of widening participation programmes.
- To maintain academic and/or professional standards and work in accordance with LAMDA policies
- To evaluate, reflect and review your teaching with students and contribute to the development of teaching, learning and curriculum development at LAMDA
- To be prepared to contribute in at least two of the following four themes to underpin changing practice at LAMDA:
  - a) **Access and Inclusion** - widening access and inclusion within the school and outside. Engagement through recruitment, audition squad, access summer school and exams. Anti- Racist and Inclusive Teaching practice and pedagogy. Commitment and experience of facilitating modern ensemble - co-creation, facilitation of safe spaces, zero-tolerance, and conflict resolution - to foster collaboration and creativity.
  - b) **Development of Individual Health, Wellbeing and Resilience building** - a holistic approach to training the individual to empower and build confidence and practice for the professional world - journaling, mindfulness, mental wellness, personal coaching, life plans, leadership development and mentoring.
  - c) **Development of multi skilled Artists and Creative Technicians** for a sustainable creative skills sector with relevant experience and practice in making sustainable theatre, content production and promotion across all platforms, creative access, and inclusion, creating and delivering socially engaged work for a wide range of audiences and stakeholders.
  - d) **Digital** - supporting the digitisation of LAMDA in teaching, learning, research, knowledge exchange, technical theatre, screen and audio and other platforms.

- It is expected that 60% of working hours will be spent over the course of the year with face-to-face teaching, with the remaining 40% comprising: Administrative duties as outlined above, Preparation, Marking, Workshops, Productions, On-line first Round (self-tape reviews), Recalls, Summer Schools, Curriculum Development Activity, Learning and Student Support Tutorials and Personal and Curriculum Development).

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>SKILLS / ABILITIES</b>	<ul style="list-style-type: none"> <li>-Advanced Piano &amp; Sight-Reading skills.</li> <li>-The ability to communicate complex knowledge clearly, both orally and in writing.</li> <li>-The ability to stimulate and encourage the commitment to learn in others and to promote depth of learning in the subject area</li> <li>-The ability to create and maintain an inclusive and safe learning environment for all students</li> <li>-Ability to work effectively and creatively with students and colleagues</li> <li>-Ability to work and learn alongside students in co-creation</li> <li>-Ability to organise own time effectively, to meet deadlines and manage competing priorities</li> <li>-Good analytical skills and the ability to respond to problems which arise in learning situations</li> <li>-Ability to translate teaching and learning into the virtual learning environment</li> </ul>		Application / Interview

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	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>METHOD OF ASSESSMENT</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>-Adequate breadth and depth of knowledge, professional application and understanding in the discipline</li> <li>-Expertise in the part of the curriculum to be taught and the scholarship associated with it</li> </ul>		Application / Interview
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>-Experience as a Music Director</li> <li>-Some experience of delivering teaching and/or training.</li> <li>-Experience of working with young people</li> <li>-Continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Facilitation skills</li> <li>-Conflict resolution</li> <li>-Artist development and participatory arts in a variety of setting and a variety of audiences</li> <li>-Work on unconscious bias, consent, and inclusion</li> <li>-Safeguarding</li> <li>-Health and safety in professional or training settings</li> </ul>	Application / Interview
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>-Degree and / or exceptional experience in teaching and working in some of the following areas HE (Higher Education), young people, the participatory arts, the creative skills sector. We expect you to develop yourself professionally within the HEA</li> </ul>	<ul style="list-style-type: none"> <li>-Formal learning (or equivalent) in a relevant subject and research and/or professional qualification.</li> </ul>	Certificates (if applicable)
<b>QUALITIES</b>	<ul style="list-style-type: none"> <li>-Focused, highly efficient, and self-motivated with the ability to think creatively and to take the initiative to meet strict deadlines across several simultaneous projects</li> </ul>		Application / Interview

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	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
	-Collaborative team player with ability to communicate clearly and effectively with both internal and external suppliers		

***This job description reflects the present requirements of the post and should not be seen as an exhaustive list of responsibilities. Duties and responsibilities may develop and change in consultation with line management.***

***The successful applicant will be required to go through a DBS 'Enhanced Disclosure' check. Expenses will be met by the Academy.***



## ABOUT LAMDA

LAMDA is a leader in performing arts training and strives for excellence in every facet of our organisation, and 2019 marks the beginning of a new chapter of growth

Founded in 1861, LAMDA (London Academy of Music & Dramatic Art) is a world-leading conservatoire offering exceptional vocational training to actors, stage managers, technicians, and directors. In addition to six validated degree programmes, LAMDA offers a Foundation Diploma and several validated semester and summer short courses.

In July 2018, LAMDA joined the register of Higher Education Providers, a key step towards achieving degree awarding powers. From 2019-20 LAMDA will operate independently from the Conservatoire of Dance and Drama, receiving funding directly from the Office for Students.

The work of the Academy is complemented by that of LAMDA Examinations, through which LAMDA offers a drama and communications-based syllabus leading to accredited and non-accredited awards in the UK and overseas. In 2017 - 18 108,190 people in 33 countries took a LAMDA Examination.

In 2017, LAMDA moved into its new £28.2m centre for world-leading drama training. LAMDA's new home features ten large training and rehearsal studios, three theatres - the 200 seat Sainsbury Theatre, 120-seat the Carne Studio Theatre and the Linbury Studio, and a fully equipped digital and audio suite. In January 2018, LAMDA alumni Benedict Cumberbatch was appointed the Academy's President, and in February 2019, Sarah Frankcom was appointed LAMDA's new Director

LAMDA Alumni include Nikki Amuka-Bird, Patricia Hodge, Janet Suzman, Chiwetel Ejiofor, Jeremy Irvine, Rory Kinnear, Harriet Walter, Rose Leslie, Paterson Joseph, David Oyelowo, Katherine Parkinson, Toby Stephens, David Suchet, Sam Claflin, Leah Harvey, and Ruth Wilson, among many others