

JOB DESCRIPTION

JOB TITLE	Associate Tutor - Voice
TYPE OF CONTRACT	Permanent, part-time 0.5 FTE
RESPONSIBLE TO	Lead Practitioner in Voice
GRADE AND SALARY	Grade 5 £17,772 - £20,002 pro-rata £35,544 - £40,005 [FTE] Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range
HOURS OF WORK	18.5 hours per week worked between Monday to Friday in conjunction with business needs; this may involve some evening and weekend work
KEY WORKING RELATIONSHIPS	Students, Head of Actor Training, Course Leaders, Lead Practitioners, Access, and Widening Participation Manager
INTERNAL	
EXTERNAL	Industry
PROBATIONARY PERIOD	Your employment will be subject to a probationary period of 6 months
BENEFITS	
(1) HOLIDAY ENTITLEMENT	Generous annual leave of 28 days plus Bank holidays (This is inclusive of any days when LAMDA may be closed, e.g. Christmas closure)
(2) PENSION	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
(3) GP 24	You have access to remote, private GP services 24/7, 365 days a year. GP 24 is supported by highly experienced and knowledgeable doctors
(4) EMPLOYEE ASSISTANCE PROGRAMME (EAP)	EAP is a confidential employee benefit designed to help you deal with personal and professional problems that could be affecting your home life or work life, health and general wellbeing. EAP service provides a complete support network that offers expert advice and

	compassionate guidance 24/7, covering a wide range of issue
(5) MENTAL HEALTH SUPPORT	LAMDA offers confidential, 24/7, online easy to access mental health support which is a free service
(6) CYCLE TO WORK SCHEME	LAMDA offers a salary sacrifice cycle to work scheme
(7) EYE TESTS	Sight test costs is reimbursed to employees who require VDU use
(8) HYBRID WORKING	Hybrid working may be offered for some non-student facing roles. We expect a norm of 60% of your time in the office and 40% of your time to be worked from home
(9) GROUP LIFE ASSURANCE	After six months of continuous service and on successful completion of the probationary period you will become eligible to death-in-service benefit where the nominated beneficiary could receive approximately 4 x annual salary payment if death occurs whilst in service
(10) SEASON TICKET LOAN	LAMDA offers an interest-free loan for the purchase of an annual season ticket

JOB PURPOSE

To contribute to the delivery of all LAMDA's teaching and learning programmes by providing training and teaching in 1-2-1 and group settings, drawing on professional knowledge, experience, and current industry practice. Applied specialist support for internal and external projects. 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 provide teaching and training with individual, small groups and classes of acting students in
 - Practical Voice

as well as AT LEAST one of the following:

- Voice & Heightened Text
- Accents/Dialects

The postholder will also be required deliver Project/Production Voice Support

- To provide a safe and inclusive environment that supports all our students in their learning and development, employing a proactive approach to anti-racist teaching and practice appropriate to a drama training setting
- To discuss, with Lead Practitioner Voice, Head of Actor Training 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 and schemes of work, 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/Head of Year 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).

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.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
SKILLS / ABILITIES	<p>The ability to communicate complex knowledge clearly, both orally and in writing.</p> <p>The ability to stimulate and encourage the commitment to learn in others and to promote depth of learning in the subject area</p> <p>The ability to create and maintain an inclusive and safe learning environment for all students</p> <p>Ability to work effectively and creatively with students and colleagues</p> <p>Ability to work and learn alongside students in co-creation</p> <p>Ability to organise own time effectively, to meet deadlines and manage competing priorities</p> <p>Good analytical skills and the ability to respond to problems which arise in learning situations</p> <p>Ability to translate teaching and learning into the virtual learning environment</p>		CV/Cover letter/ Interview
KNOWLEDGE	<p>Adequate breadth and depth of knowledge, professional application and understanding in the discipline</p> <p>Expertise in the part of the curriculum to be taught and the scholarship associated with it</p>	<p>Breadth and depth of knowledge in a number of the following approaches to vocal training: Linklater, Rodenburg, Berry, Houseman</p> <p>Experience of delivering accent and dialect work in accent and classroom</p>	CV/Cover letter/ Interview
EXPERIENCE	<p>Experience of delivering teaching and/or training.</p> <p>Experience of working with young people</p>	<p>Professional acting or performance experience</p> <p>Conservatoire experience</p>	CV/Cover letter/ Interview

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
	Continuing professional development	<p>Experience of contributing towards a decolonised curriculum</p> <p>Experience of different teaching approaches for neurodiverse students</p> <p>Facilitation skills</p> <p>Conflict resolution</p> <p>Artist development and participatory arts in a variety of setting and a variety of audiences</p> <p>Work on unconscious bias, consent, and inclusion</p> <p>Safeguarding</p> <p>Health and safety in professional or training settings</p>	
QUALIFICATIONS	Relevant postgraduate qualification 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	Formal learning/training (or equivalent) at post-graduate level in a relevant subject and research and/or professional qualification	Certificates (If applicable)
QUALITIES	<p>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</p> <p>Collaborative team player with ability to communicate clearly and effectively with both internal and external suppliers</p>		CV/Cover letter/ Interview

ABOUT LAMDA

As the oldest drama school in the UK, founded in 1861 as the London Academy of Music and Dramatic Art, LAMDA is a world-leading conservatoire based in the heart of London, offering exceptional vocational training to actors, stage managers, technicians, directors and designers, regardless of their background or socio-economic circumstances. In 1965, LAMDA became the first drama school to introduce technical training and quickly became a prototype for other institutions branching into this area.

LAMDA is also an Ofqual-registered awarding body, offering world renowned qualifications in communication and performance and inspiring the next generation of confident communicators through qualifications in performance and communication.

LAMDA has been registered with the Office for Students as a stand-alone Higher Education Provider since 2019, and was granted full degree awarding powers in 2021. We believe drama has the power to transform lives. Our students graduate as authentic, confident and independent artists or technicians, capable of shaping their own careers.

Conservatoire training is, by its nature, selective, training only the best; course numbers are limited and LAMDA teaches in small groups. There is a core cohort of just under 400 UK and international students a year across six degree courses and other HE courses. The school also welcomes around 360 students onto other courses during the year, including short courses run during Spring and Summer vacations. LAMDA is a leader in performing arts training and strives for excellence in every facet of our organisation.

In July 2018, LAMDA joined the register of Higher Education Providers, a key step towards achieving degree awarding powers. LAMDA now operates independently from the Conservatoire of Dance and Drama, receiving funding directly from the Office for Students. LAMDA was granted full degree awarding powers in 2021.

At the heart of LAMDA's approach is a commitment to the ensemble, stressing the importance of collaboration to achieve excellence. LAMDA nurtures every student's unique talents to give them the tools they need to become independent, creative artists and technicians, along with all the help and guidance they need to transition and make their mark within the creative and performing arts industry. Alongside this, LAMDA is committed to ensuring that its training is accessible to all. LAMDA has several substantial measures in place to widen access to Higher Education and is committed to the creation of pathways to our training for those from the Global Majority, those from low socio-economic backgrounds and care leavers.

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, 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.

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.