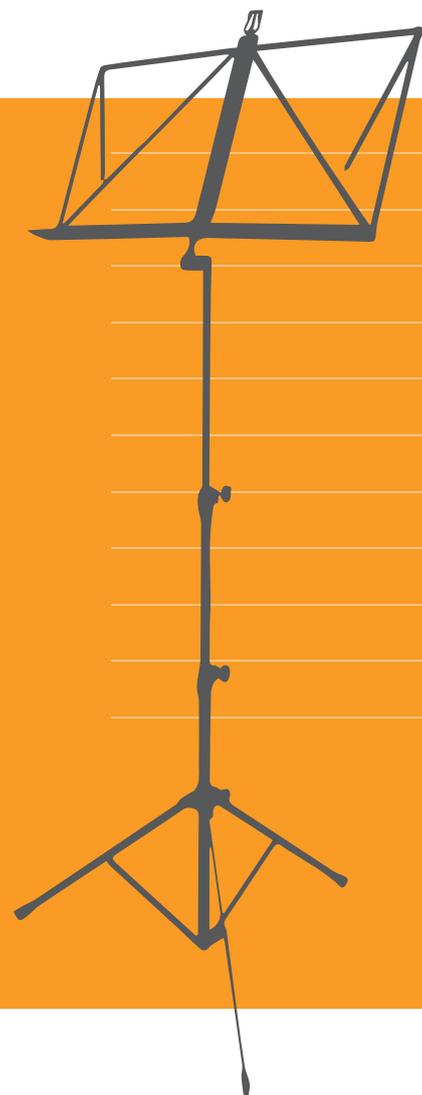


Charter for Visiting Music Teachers



Setting out what visiting music teachers (VMTs) require from schools to do their jobs effectively



Charter for Visiting Music Teachers

This charter from the Musicians' Union (MU) and the National Education Union (NEU) sets out what visiting music teachers (VMTs) require from schools to do their jobs effectively.

Who are VMTs and what do they do?

VMTs, also known as peripatetic music teachers, undertake a wide range of roles in schools including:

- One-to-one instrumental/vocal lessons
- Whole-class instrumental/vocal/ensemble teaching
- Curriculum/classroom music teaching
- After-school music clubs and groups

To support VMTs, schools should supply:

- Opening times and building access details
- Emergency evacuation and fire drill details
- School map
- Timetable
- Term dates
- Dates of exams, reading/revision weeks, sports days and other key events
- Information about any forthcoming Ofsted or Estyn inspections or other observations
- Key staff information and contacts, including the responsible officer for safeguarding
- Policies and procedures
- Emergency phone numbers
- Pupils' special needs or safeguarding needs if relevant
- Expectations for lessons, e.g. upcoming concerts or exams to prepare for

In addition, schools should:

- **Be clear on who is the employer of their VMTs.** Are they employed directly by the school? Are they employed by a music education hub (MEH)? Are they an agency

worker? Are they self-employed? Schools should know the implications of these differences, e.g. regarding how information is communicated and how work is managed.

- **Have a policy on DBS checks depending on the above.** If there is a third-party involved such as a MEH or agency it is the third party's responsibility to have carried out the checks on VMTs' suitability to work with children. Schools should not request or take copies of VMTs' DBS certificates or ID documents; only a DBS number is required for the school to verify identity and suitability to teach.
- **Take all reasonable steps to support VMTs' work,** e.g. by ensuring that classroom teachers do not prevent pupils leaving class for music lessons, and by encouraging pupils to attend lessons promptly without waiting to be collected from the classroom.
- **Approach timetabling constructively,** considering the time needed for a lesson and prior set-up.
- **Provide a reasonable and well-equipped teaching space.**
- **Make all reasonable efforts to mitigate VMTs' feelings of isolation at work** by welcoming them into the school.
- **Ensure that self-employed VMTs are engaged in a way that is compliant with IR35 legislation.²**

VMTs are engaged and employed on a variety of contractual terms including:

- Employed directly by the school
- Employed by a MEH and deployed to the school
- Engaged via an agency and therefore an agency worker
- Self-employed, but engaged by the school, pupils' parents, a MEH or an agency

1. www.artscouncil.org.uk/music-education/music-education-hubs

2. www.gov.uk/topic/business-tax/ir35



Guidance for VMTs employed by schools

VMTs employed by schools may work part or full time, providing a combination of classroom, instrumental and vocal lessons. The school should treat them like any other employed teacher and:

- **Invite them to relevant training and meetings**, paying them overtime when these fall outside contractually agreed working patterns.
- **Provide them with complete information about all children to be taught**, e.g. any relevant special needs, safeguarding or behavioural issues.
- **Encourage as much information sharing as possible** to support joined-up working between music and other subjects.
- **Pay for resources** (except what is paid for by parents) and usage licenses.
- **Provide access to benefits** enjoyed by other permanent staff, e.g. staff discounts for lunch and parking spaces.

Guidance for VMTs employed by or engaged via a MEH or agency

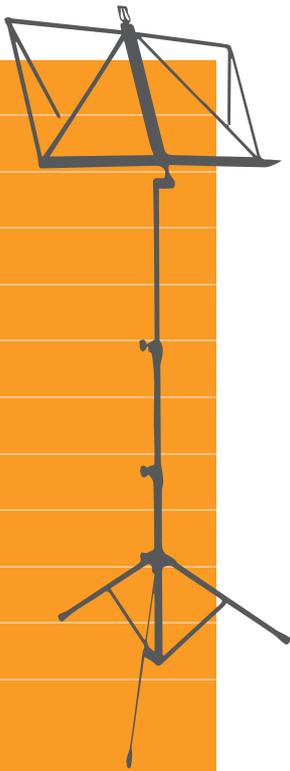
VMTs employed by a MEH or engaged via a MEH/agency usually have a contractual relationship with that organisation and not with the school or pupils' parents. On business matters, the school should therefore communicate with the MEH or agency, which should then pass any necessary information on to VMTs. The MEH or agency will be responsible for performance management, appraisal and discipline and grievance matters.

Guidance for self-employed VMTs

Self-employed VMTs will negotiate their terms of engagement with schools. If genuinely self-employed, they will have the right to negotiate their rates, use deputies to cover absences, change their days/times and devise their own teaching curriculum. Although self-employed VMTs do not have access to the same rights and benefits as employees, they are legally protected from workplace discrimination and covered by health and safety and (in some cases) whistleblowing legislation. Self-employed VMTs normally cover the cost of the resources they use, except for what parents provide.

VMTs' points of contact are different depending on who they are engaged by. Those engaged by pupils' parents should have parents' contact details and will invoice them directly. VMTs engaged by a school or MEH should not be in direct contact with pupils' parents unless a special arrangement is in place. Schools should therefore check before asking VMTs to contact parents. Direct phone, text or email contact between VMTs and pupils is not advised for safeguarding reasons.

Performance management should not be applied to self-employed VMTs. If engaged by pupils' parents, VMTs are primarily answerable to them. Similarly, schools should address performance concerns about VMTs engaged by MEHs or agencies to those organisations. Only if self-employed VMTs are engaged directly by the school can performance be discussed, framed around the delivery of agreed services.



**Musicians'
Union**



The Musicians' Union

The MU represents over 30,000 musicians working in all sectors of the music business and has campaigned on behalf of its members since it was established in 1893. As well as negotiating with all the major employers in the industry, the MU offers a range of services for self-employed professional and student musicians of all ages. The benefits of membership include £10m public liability cover, £2,000 worth of equipment insurance, contract advice, partnership agreements, careers advice, legal assistance and more.

For more information please visit: theMU.org

The National Education Union

The NEU is the largest education union in Europe, bringing together more than 450,000 teachers, lecturers, support staff and leaders working in maintained and independent schools and colleges across the UK. The NEU is a campaigning union with a clear vision of what our education system should look like. Together we want to shape the future of education.

For more information and reasons to join the NEU go to: neu.org.uk/neu-member-benefits

The MU/NEU partnership

The MU and NEU have created a partnership to strengthen the promotion of music education in schools. The partnership includes joint membership deals for MU and NEU members, bespoke continual professional development training and joint projects with the Music for Youth festival series. Members of each union can join the other at a reduced rate. MU members can join the NEU at a flat rate of 15% of the standard membership rate. NEU members can join the MU at half the annual subscription rate.