



How do I become a West Sussex Music Associate Tutor / Associate Organisation?

Thank you for expressing an interest in becoming an Associate.

Anyone who delivers high quality, inclusive, music lessons and music opportunities for children and young people in West Sussex can register to become an Associate of the [music education hub](#).

Who are Associates?

Associates are independent tutors, music leaders, or organisations who demonstrate:

- an appropriate mix of knowledge, understanding and experience, in relation to the areas of music education and learning they offer;
- high standards of professional conduct and a high level of professional integrity;
- a commitment to the [vision and mission of the Hub](#) and a willingness to advocate for music education in general and the Hub specifically;
- that they have successfully completed an annual quality assurance process with West Sussex Music.

What are the benefits?

- **Keep your skills updated:** CPD and **networking** meetings.
- **Promote your services:** enhanced listing in online Hub Directory.
- **Demonstrate your professional standards** by using your Associate logo.
- Access to **subsidised instrument hire, student bursaries** plus **free or low-cost instrument hire** for those who struggle with costs.
- Be among the first to hear about **teaching opportunities**.
- Plus many more benefits, see the Associates page for more information.

What you need to do:

1. **Complete the [Associate registration form](#).** You'll need to show you have:
 - an enhanced DBS registered with the update service - [apply here](#);
 - public liability insurance of £10M - this is available as part of many memberships eg MU, SoundSense, ISM;
 - a safeguarding policy (we can help you with this);
 - agreed that your work aligns with the Hub's [vision and mission](#).
2. **Attend a registration meeting.**
3. **Attend annual safeguarding training** – from us, or from suitable providers.
4. **Provide data for the annual music education survey for Arts Council England** (we'll send you a simple form to complete).
5. **If you provide services in a school, we require you to inform us if you intend to stop working there. This is so that we can ensure that if needed, we help the school to find a suitable replacement.**



More about what you need to have in place

DBS checks

- **Associate Tutors** must prove they have an **Enhanced DBS check** in place (and if so what date), and that they subscribe to the [DBS update service](#)

This applies to those who are paid or who volunteer. It should be relevant to your music / teaching / learning work rather than for an unrelated activity.

[Applying for the update service - guidance](#)

- **Associate Organisations** need to confirm that the organisation always undertakes DBS checks at the appropriate level in relation to those they hire / employ and with volunteers. This should apply to those delivering and managing activity and in some cases Trustees / Board members.

If you teach from home, or from someone else's home, or a private residence (other than a pupil's), you need to make sure that you declared this when you did your DBS check. If not, you will need to do one again. You should also be sure your insurance covers you for that setting.

If you take a break from work in music education / learning for 3 months or more, regulations require you to have a new check unless you have subscribed to the Update Service.

Please be aware that some schools may have policies which require 3 or 5 year renewals of DBS certificates.

Safeguarding Training

Associates need to demonstrate up to date knowledge and practice regarding child protection and safeguarding:

- **Individuals** must complete **Safeguarding and Child Protection training** before being interviewed and accepted as an Associate and you'll need to **refresh it**

annually. You are required to make a declaration about this in your application and will be asked to provide certification / evidence of completion.

Initial **online Safeguarding and Child Protection training** is provided by **EduCare** [Child Protection and Education \(Music\) Level 2 Certificate online course](#)

We can also accept evidence of having completed suitable training with other providers – including training provided by or through schools. If you are unsure whether training you have done is suitable, please email us.

At the registration meeting, you will be asked several safeguarding related questions. If you're unable to answer these satisfactorily, we may defer your Associate status.

- **Associate Organisations** must prove that their tutors and volunteers are required to satisfactorily complete suitable training with an annual refresher.

Safeguarding Policy

Associates (both individuals and organisations) must have a **Child Protection and Safeguarding Policy**.

If you do not have one already, the NSPCC has a template model policy which you can adapt: <https://learning.nspcc.org.uk/media/1601/safeguarding-policy-statement-example.pdf>

We have also created a [Safeguarding Policy guidance and generic template](#).

Your Child Protection and Safeguarding Policy is a statement that makes it clear what you will do to keep children safe. It should include: a statement setting out your commitment to protecting all children.

Having a clear and useful policy will protect you and those you work with. It is a vital part of your 'toolkit' and one that might affect who engages



you. It demonstrates that:

- you are aware of the issues and any risks that exist around your work
- that you have considered how to minimise those risks and of anything taking place that you or your client(s) do not want to happen.
- that you know who you need to discuss these with and / or communicate with and when

Your policy should include an **Online Teaching Policy**.

Public Liability Insurance

Associates must confirm they have Public Liability Insurance (PLI) to a limit of indemnity of £10 million when they apply, and we require their policy's expiry date for our records.

- For individuals – Public Liability Insurance may be offered as part of the membership of some professional bodies such as Musicians Union or ISM.
- The cover needs to be appropriate to the work you do and the activities you offer.
- If you teach from home or from someone else's home or private residence or from pupils' homes, then you need to make sure your insurance covers you for those settings.
- You can search for appropriate companies online and be sure to explain the range of work you do.
- In some cases, you may find that you are advised to also take out Indemnity insurance.
- Organisations may also find they are advised to have Employers Liability Insurance.

Lesson planning, progression, and resources

Whether the young people you work with are working towards instrument grades, an audition or performance, or on a learning journey with no tests or exams, it is good practice to plan

and monitor their musical journey.

At the **Associate registration meeting** we will ask you to share your approach to session, lesson or project planning, and monitoring, measuring and supporting progression.

You may also wish to discuss how your reflective practice and CPD informs this.

The techniques and methods you use for this should be appropriate to the learning context and you should agree and communicate your approach to your stakeholders – pupils, clients, parents and carers, project managers.

If you are interested in support to develop your lesson/session planning, or any other aspect of your professional practice look out for our **free and subsidised CPD training** opportunities.

West Sussex Music recommends using a music education data management system, such as **MyMusicStaff** <https://www.mymusicstaff.com/>, to manage your school and pupil information, invoicing, pupil and school communication, lesson registration and policies in one place.

Annual Data Return

Each year, as a condition of Associate status, all **Associates** are required to complete and submit an **annual data return**.

We report on the collective work of our Hub to Arts Council England / DfE. This data forms part of the evidence for the funding we receive. Data gathering usually takes place in the summer term via an online form.

Our Hub aims

We expect that Associates will be able to show a commitment to the Hub's vision and mission: both in the way that they work, and the outcomes they achieve for and with children and young people. We will ask you to talk about this at registration.



Our vision, mission and values

Our vision is for West Sussex to be a place where every child and young person can explore the life-changing benefits of music: on their education, their wellbeing, and their future.

Mission

Our mission is to:

- encourage and develop the musical potential of all children and young people, with opportunities for them to progress as musicians and as people;
- support young people and those who work with them to improve social, personal and wellbeing outcomes through music;
- work collaboratively in partnership with and for children and young people, to develop and signpost, **high quality, accessible and diverse** musical learning opportunities for them;
- increase the music provision available for all children and young people in West Sussex.

Values

Our values guide both the West Sussex Music Trust team and the strategic partners in the Hub:

We are **COLLABORATIVE and CONNECTED**. As partners working with and for children and young people, we know that the only way to achieve our vision and deliver our mission is

through open, transparent and effective relationships.

We are **INCLUSIVE and HOLISTIC**. Equity, diversity and inclusion is at the heart of everything we do. We recognise the contribution that music makes to the whole person and so we value social and personal as well as musical outcomes.

We are **BOLDLY CREATIVE**. We imagine, invent, take risks and share our learning, so that we can nurture and draw out each young person's unique creativity and voice.

We are **OPEN and RESPONSIVE**. We listen to all our stakeholders without judgement or bias, and we make sure that young people's voices are heard. We then act on what we hear. **We hear you** is a guiding phrase.

We are **PROGRESSIVE and PROACTIVE**. We have a can-do attitude. We don't shy away from things that are new or challenging, or require us to adapt and change. We focus on growth for and within young people, the professionals and organisations that support them, and the music pathways that they need.

We are **TRUSTED and TRUSTING OF EACH OTHER**. We are worthy of that trust because as partners, we act with integrity, always remembering that we are here for and because of children and young people.

We are **ENABLERS AND CHAMPIONS** of children and young people's music. We support and champion child-centred, authentic, fulfilling and meaningful music making and learning. This, for us, is what quality means in music education. We place these outcomes for children and young people above all else, and we're activists with and for them.