

POSITION DESCRIPTION

Music Teacher

COLLEGE OVERVIEW

The aim of Arndell Anglican College is to be the school of choice in the Hawkesbury. The College is an Anglican Schools Corporation school catering for students Prep to Year 12.

Our mission is to offer innovative, high-quality education and to communicate the Gospel of Jesus Christ to students, staff, parents, and the wider community. The inclusive learning environment promotes optimism, respect, and ownership within and for our culture.

The core values of the College revolve around a vision that we need to provide a place where every child matters and that we challenge our future leaders of tomorrow. We accomplish this through high quality teaching, encouragement of spiritual awareness placing Jesus as central to all we do, positive expectations in respect to academic excellence and behaviour, a safe and caring environment and a strong welfare system that communicates with parents and students.

POSITION INTENT

The Music Teacher is responsible for fostering student learning and development in Junior and Secondary School, nurturing student creativity, academic achievement, and inspiring a lifelong appreciation for the performing arts.

This is a teaching position and therefore the incumbent is expected to model 'best practice' curriculum delivery, foster the appropriate use and implementation of new technologies to enhance learning, and maximise the learning outcomes of each student by holistically addressing their individual intellectual, emotional, and physical abilities.

The Music Teacher will be required to participate in the wider life of the College, including co-curricular, homeroom, house, sporting events, excursions, music overnight festivals, and will also be required to take part in at least one of the year level camps.

KEY RELATIONSHIPS

The Music Teacher reports to the Head of Department – Performing Arts.

To support the strategic and operational objectives of the College and the parameters within this position description it is expected that the Music Teacher will develop and nurture positive and collaborative relationships with all staff, students, parents, and the local community.

To deliver on their responsibilities the Music Teacher will work in partnership with the:

- Head of Department – Performing Arts;
- Performing Arts Department;
- Teaching staff across the College;
- Teacher Aides; and
- External contractors including peripatetic staff and music tutors.

STRATEGIC PLAN RESPONSIBILITIES

- As required, assist in the development, implementation, measurement, and feedback on strategic plan objectives as they relate to the assigned area/s of responsibility.
- Ensure the College vision is shared and incorporated into day-to-day activities and initiatives.

- Provide input and feedback to the Head of Department – Performing Arts on future College Strategic Plans.

POSITION RESPONSIBILITIES

- Teach curricular music for middle primary to lower secondary (Stage 2 to Stage 4).
- Assist in the strategic direction, coordination and delivery of the Junior School Instrumental Program (Strings and Band).
- Tutor instrumental students and conduct training band in the primary instrumental program, as required
- Encourage students to explore and express their creativity through different mediums, such as voice, instrumental, composition, ensembles, and bands.
- Prepare students and ensembles for performances and productions.
- Play an active role in events not limited to Showcase Performances, Musicals, Eisteddfods, HICES Music Festival, IPSHA Performing Arts Festival and HSC evenings as required.
- Assist and conduct College ensembles, as required.
- Encourage students to explore and express their creativity and intellect through the study of the different subject areas within the Performing Arts and Music curriculum.
- Participate in collaborative development and evaluation of Performing Arts curriculum.
- Work collaboratively and contribute to a team environment.
- Foster the appropriate use and implementation of new technologies to enhance learning.
- Support student learning by designing and implementing formative and summative assessment, implementing the College's pedagogy, assessment and reporting approaches including the Arndell Learning Framework.
- Maintain a clean, organised, and equipped classroom to facilitate the learning experience.
- Collaborate with other teachers to develop cross-curricular projects and interdisciplinary learning opportunities.
- Represent the College through participation in relevant professional associations.

TEACHING RESPONSIBILITIES

- Teach assigned music classes with a focus on Stage 2 to Stage 4.
- Design interesting and engaging lessons for students with a wide range of learning abilities and styles.
- Deliver high-quality content to students that is engaging and accessible.
- Maintain student records and samples of work and provide effective feedback on student performance
- Hold student attention and interest, employing a variety of pedagogies and differentiating / scaffolding work as required.
- Provide students with clear and fair assessment, including regular, constructive feedback.
- Set and articulate to students' clear expectations of classroom behaviour that conform to the expectations of the College.
- Contribute to quality assessment tasks, programming and reports including outcomes and course outlines.
- Meet regularly with the Head of Department to discuss class and student progress and achievement.
- Organise incursions and excursions, as required, in collaboration with other Performing Arts and Junior School colleagues, as required..
- Foster the appropriate use and implementation of technology to enhance learning.
- Complete any other assigned tasks as directed by the Head of Performing Arts or the Headmaster.

CHILD SAFE RESPONSIBILITIES

- Act in accordance with the College's Child Safe Program.
- More specifically:
 - Demonstrate a strong commitment to the safety and welfare of children and young people in line with the College's Child Safe Policy.
 - Report child safety incidents or concerns to one of the College's nominated Child Safety Officers.
 - Ensure personal professional boundaries are maintained, encouraging others to do the same.
 - Adhere to the expectations of the Child Safe Code of Conduct, encouraging others to do the same.

WORK HEALTH AND SAFETY RESPONSIBILITIES

- Act in accordance with the College's Work Health and Safety Program.
- More specifically:
 - Take reasonable care for own health and safety, ensuring personal actions do not place self or others at risk of harm.
 - Understand the nature of College operations and associated hazards / risks and risk mitigation strategies.
 - Report WHS issues via the incident / hazard notification processes, drawing attention to urgent matters to reduce risk of harm to others.
 - Address WHS issues in consultation with those involved or affected and the Facilities and WHS Manager.
 - Undertake risk assessments for any variations to routine for activities you lead / responsible for.
 - Participate in incident investigations and WHS inspections, as required.

COLLEGE FRAMEWORKS & MODELS – THE EXPECTATIONS

Christian Framework

- Advocate and act in accordance with the College's Christian Framework.
- More specifically:
 - The tenets of the College's Christian Belief Statement are embedded in all works, words, and actions so that the Christian narrative is central.
 - Actions are other-person centred, seeking the good of both the individual and the entire College Community.
 - Lessons and programs have elements included to show the glimpses of the impact of the Christian narrative in our world.

Pastoral Care Framework

- Act in accordance with the College's Pastoral Care Framework.
- More specifically:
 - Create an *Environment* that allows students to feel safe, supported, engaged and where purpose is known in order to encourage growth and ability to flourish in their position and/or studies.
 - Support others to look after their own *Wellbeing* through growing themselves and others to live life with purpose, developing healthy habits, maintaining a balance on one's perspective and priorities, and building resilience to press on despite adversity.
 - Look after your *Wellbeing* through growing yourself to live life with purpose, developing healthy habits, maintaining a balanced perspective and priorities, and building resilience to press on despite adversity.
 - Provide opportunity for students to develop their *Character* through guiding their exploration of who they are, pathways to contribute to community and understanding their impact on the growth of others, and to positively encouraging others.
 - Develop your *Character* through exploration of who you are and pathways to contribute to community.

Teaching and Learning Framework

- Act in accordance with the College's Teaching and Learning Framework.
- More specifically:
 - Employ the instructional model and common language conventions in designing and delivering curriculum and learning experiences.
 - Design and practice of learning empowers the *Individual* with *Creativity, Growth, Courage, and Integrity*.
 - Assist students to develop their *Interpersonal* skills through *Collaborative* learning experiences, promotion, and demonstration of *Respectful Relationships*, and where *Communication* is central.
 - Develop the *Intellectual* capacity of students through learning targeted at their abilities to think *Critically, Comprehensively, Meaningfully, and Rigorously*.

Leadership Model

- Act in accordance with the College's Leadership Model.

- *More specifically:*
 - Embody *Servant Leadership* through humility in approach, being sacrificial in putting others interests first, empathetic in seeking to understand those you lead, and empowering others to grow in capability and capacity.
 - Embody *Credible Leadership* through being transparent in approach, competent in the position, trustworthy to those around you, and having integrity at all times.
 - Embody *Relational Leadership* through being an effective communicator, emotionally intelligent in engaging with others, equitable in approach, and an effective listener to better understand the perspectives of others.
 - Embody *Purposeful Leadership* through being goal-focused, strategic in approaching change, future-focused, and aligned to moving forward together.
 - Embody *Reflective Leadership* through being evidence-focused in approach, utilising feedback in own growth process, continuously improving on all aspects of position and self.

ATTRIBUTES

The incumbent will...

- Be an active member of a reformed, evangelical Christian church.
- Actively support the Christian teaching of the College and integrating their faith in all that they do.
- Positively contribute to and work as an effective team member collaborating with staff and parents, having the ability to encourage positive team commitment and contributions by the application of personal commitment, enthusiasm, initiative, and energy
- Demonstrate outstanding interpersonal and communication skills with the ability to communicate and work relationally with staff, students, parents, and other external parties.
- Possess intellectual strength, professional integrity, and a passion for Christian education.
- Possess a broad and deep understanding of current educational issues, curriculum development, pedagogical theory, and behaviour management.
- Keep up to date with educational research and 'best-in-class' practice.
- Be committed to pastoral care of both staff, students, and parents / carers and have a knowledge of the social and emotional issues which affect young people.
- Demonstrate the ability to empower others to flourish.
- Demonstrate the ability to think and act strategically.
- Act in a manner that enhances the College's reputation and standing in the community.
- Work within an openly Christian environment and work as part of the ASC team of colleges and schools.

QUALIFICATIONS & EXPERIENCE

The incumbent will hold the following qualifications and experience:

- Tertiary qualifications in Education (Teaching) in the applicable learning area and hold the appropriate NESA accreditation.
- Experience in a position of similar or same standing with a focus on middle / upper primary music teaching as well as lower secondary.
- Experience teaching (and leading) primary instrumental programs.
- Experience conducting co-curricular instrumental and/or choral ensembles.
- Piano accompaniment experience desirable (desired not essential).

OTHER INFORMATION

- All staff are supplied with laptops and are expected to be competent in computer skills.
- The College operates a 10-day 60 period timetable plus homeroom and duties, with the full teaching load of 48 periods plus homeroom and duties.
- The Music Teacher will have other duties such as meetings, co- and extra-curricular activities, camps, taking part in College Community activities, and the College's program for spiritual and pastoral care. Some of these duties may need to be performed at times outside normal hours.

- The Position Description is to be read in conjunction with the Arndell Anglican College Strategic Plan and is reviewed every 12-24 months. Next review is due September 2028.

AGREEMENT

By signing below, I confirm my acceptance and commitment to execute to the best of my ability the position responsibilities as outlined in this document, understanding that it may be varied from time to time and that any variation will be in consultation with myself and changes subject to applicable legislation as it may apply.

Signed

Date

Print Name

Employment screening of successful applicants will apply including verification of the Working With Children Check and NESA accreditation, which may occur prior to interview. Arndell Anglican College is a child safe organisation, all members of staff are required to comply with applicable child protection legislation and are responsible for ensuring that the College's Child Safe Program is at the forefront of all they do. Arndell Anglican College is an equal opportunity employer and an Anglican Schools Corporation school.