

INSTRUMENTAL MUSIC TUTOR

POSITION DESCRIPTION



Reporting to:	Head of Performing Arts
Status:	Casual
Salary:	Casual IMT rate
Location:	Donnybrook and Kalkallo campus
Prepared:	February 2023

Position Context

Hume Anglican Grammar is an independent, multi-campus, co-educational and Anglican Diocesan School offering education from Prep to Year 12 in the Northern growth corridor of Melbourne. We aim to provide our students with an education that prepares them for the challenges of life, equips them to contribute to the community in an environment based on Christian values and at a cost affordable to as many families as possible. It is our fundamental belief that young people who are genuinely happy will engage, aspire and thrive within our learning community. By establishing high standards in all that we do, every student is encouraged and supported to discover and fulfil their unique potential.

Hume Anglican Grammar has an open enrolment policy so educates children from many faiths and with a diverse range of backgrounds and abilities. It has a strong sense of inclusivity and a community-minded focus. We are a progressive school, not just in the development of buildings and grounds, but also in innovative thinking and advancements in our approach to teaching and learning. This is led by a group of dedicated and expert teachers who practise their craft with skill, and by building the strongest of relationships with our students. It is not by chance that we have young people who readily display warmth, humour and respect for one another and their teachers.

Since 2011, the School has occupied the Mt Ridley P-12 campus of 10 hectares, this site will ultimately have some 1,400 students. In 2019, it opened an 8-hectare second campus in Donnybrook. Commencing with junior primary, each year additional classes and year levels are added so the campus will ultimately have an enrolment of 1,600 from Prep to Year 12. At Donnybrook, the first cohort of Year 7 have commenced, so inaugural secondary students.

In 2023, the School opened its third campus in Kalkallo, as a Primary (P-6) school and as feeder to the Mt Ridley and Donnybrook Secondary schools, it will follow a similar growth pattern to Donnybrook with eventually some 600 students.

This year, the school has 2,287 students and employs some 240 staff - 163 teaching and 77 non-teaching. Currently, the student enrolment at each campus is: Mt Ridley 1,400, Donnybrook 672 & Kalkallo 215.

The school is on a growth trajectory and in 2024 is projected to increase to 2,573 students (Mt Ridley 1,400, Donnybrook 840 & Kalkallo 305) and ultimately have some 3,600 students (Mt Ridley 1,400, Donnybrook 1,600 and Kalkallo 600) with a corresponding cohort of teaching and general staff on its three campuses with plans for further expansion.

Purpose of the Position

Instrumental Music Tutors share a significant responsibility in preparing young people to lead successful and productive lives, by contributing to their holistic development. They are responsible for exemplary tuition within the Performing Arts department, and for forming the strongest of relationships with students, colleagues and parents. Instrumental Music Tutors are responsible for teaching as part of Hume Anglican Grammar's co-curricular program and may also be responsible for delivering core curriculum (such as compulsory Instrumental Music Programs).

Nature of the Position

The Instrumental Music Tutor is engaged on a casual basis.

Upon commencement, the Instrumental Music Tutor will be employed predominantly at the Donnybrook and Kalkallo campuses. However, may be required to perform part or all of their work at other locations.

Responsibilities and Duties

The Instrumental Music Tutor is responsible for:

Tutoring

- Setting challenging teaching and learning goals, relevant to the students they teach.
- Preparing and using differentiation strategies to cater for all students' ages, aptitude and attainment levels.
- Selecting and preparing resources, including repertoire and learning activities, taking into account the interests, language and cultural background of each student.
- Teaching instrumental music to individual students and/or small groups as appropriate.
- Modelling best practice, using their instrument.
- Involving students in individual goal-setting, to help them to reflect on, evaluate and improve their own performance.
- Providing immediate and constructive feedback to support student learning.
- Assessing student progress accurately, using relevant attainment levels.
- Providing effective practice strategies to extend work in lessons and encouraging students to develop and progress independently.
- Identifying, supporting and enhancing the progress of students who may be musically gifted or talented.
- Using a range of monitoring and assessment strategies to evaluate student progress.
- Recording and communicating student progress and achievements systematically to provide evidence of the range of their work and attainment over time.
- Reporting student progress to parents.

Performance preparation

- Employing a variety of activities and interactive teaching methods that are appropriate for individual and ensemble performances.
- Directing, accompanying and/or conducting students in performance.
- Using a range of strategies, including conducting techniques where appropriate, to promote good ensemble playing.
- Promoting independent learning in rehearsals and performances.

Learning environment

- Holding high expectations of each student.
- Building successful relationships with students centred on teaching and learning.
- Establishing a purposeful and musical learning environment, where diversity is valued and where pupils feel secure and confident.
- Clearly structuring lessons that interest and motivate students and that:
 - a. make learning goals clear
 - b. promote active learning that enables students to think independently and manage their own learning
- Organising and managing teaching and learning time effectively, including lessons, practices and rehearsals.
- Organising the physical teaching space, instruments and music safely and effectively with the help of other staff where appropriate.

Professional knowledge and engagement

- Understanding and appropriate knowledge of music, including high-level practical skills in the instruments taught and the standards of the students.
- Knowledge of relevant repertoire and resources for the instruments and ensembles they teach, including knowledge of different musical styles and genres.
- Knowledge of relevant qualifications in music, including the practical elements of VCE examinations in music.
- Applying strategies that establish a purposeful learning environment and promote positive behaviours.
- Complying with professional standards, including Child Safe Standards.
- Taking opportunities for professional development and using the outcomes to improve their teaching and student learning.
- Having an awareness of how their own work fits into broader musical contexts of the School and community.
- Actively contributing to the wider Performing Arts activities of the School.
- Adhering to the Instrumental Music Policy and all systems involved in the Performing Arts Department.
- Contributing to school activities arranged to promote students and the Performing Arts Department, including recruiting activities, parent evenings, report writing, concerts, productions, events and performances.
- Undertaking excursions, competitions, rehearsals and other relevant curricular and co-curricular activities
- Attending staff meetings as required and be responsible for nominated supervisory duties.
- Other duties as assigned by the Principal or delegate.

Qualifications, Skills and Experience:

Essential

- Extensive musical experience in the instrument(s) of instruction
- Current Working with Children Check
- Understanding of, and experience with, education at the appropriate age group; including pastoral care, pedagogy, curriculum development and student learning
- Commitment to the School's Christian ethos in the Anglican tradition
- Understanding of, and experience with, the needs and safety of children with a disability, Aboriginal background, and/or from culturally and/or linguistic diverse backgrounds
- Obligation to the principles and practices of OHS, Equal Opportunity and Risk Management.

Desirable

- Experience working as an Instrumental Music Tutor in a school environment
- Tertiary qualification
- First Aid Certificate

Personal Qualities

- A passion for personal growth in young people
- Demonstrated organisational and time management skills
- Interpersonal skills of a high order, particularly in supporting and motivating young people
- Personal sense of initiative, energy and enthusiasm
- A resourceful team member willing to operate in a collaborative environment
- Contribution to the co-curricular program
- Willingness to be involved in all aspects of music programs, including productions, ensembles, assemblies, etc.
- Demonstrated interest in ongoing personal professional development.

Key Selection Criteria

1. Skill and Knowledge: demonstrable skill at the highest level in the instrument(s) of instruction and a comprehensive understanding of instrument and associated music repertoire.
2. Practice: ability to operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents.
3. Engagement: demonstrated respect and professionalism in interactions with students, colleagues, parents and the community.

This Position Description may be altered from time to time to meet the operational needs of the School.