



Position Description

Position:	Head of Choral and Voice
Appointed by:	The Principal
Responsible to:	The Director of Performing Arts
Location:	Garnsey Campus

Job Description

Gippsland Grammar has an enviable music reputation amongst regional independent schools and highly values the importance and impact of the Performing Arts within the School's curricular and co-curricular programs. The Head of Choral and Voice will be responsible for overseeing the development of the School's thriving Choral program and providing vocal tuition across three campuses, working collaboratively with the Director of Performing Arts and the School's energetic team of classroom teachers and instrumental staff.

This position sits within the Music Department, which consists of over twenty talented staff who inspire our students. The School aims to provide an enjoyable and engaging musical experience for everyone through a broad curriculum, instrumental lessons, ensembles program and extra-curricular activities. Performance is central to the music program where all the students are offered opportunities to give a variety of performances from instrumental and choral to compositions and arrangements.

At Gippsland Grammar there is a zero tolerance for child abuse and the School is committed to acting in children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Responsibilities

- a. Inspire, connect and engage through music
- b. Oversee the Choral program across three campuses
- c. Conduct School's Choral groups, utilising an extensive and suitable repertoire
- d. Prepare for and teach one to one voice lessons utilizing innovative methods to produce high quality performances. These lessons may be during and after school hours
- e. Utilise appropriate technology in the teaching and learning of music
- f. Participation in rehearsals, musicals, concerts and the annual music camp
- g. Maintain accurate records of student's attendance, student performance and progress
- h. Work collaboratively with other teachers in the Music School
- i. Maintain student attendance, assessment and reporting as outlined in School policies
- j. Attend all staff meetings and compliance obligations with the School's annual meeting and compliance program.

- k. To represent the School at SEISA meetings and/or other community group meetings where students will be performing and/or participating
- l. Regular meetings with the Director of Performing Arts and the Music Department as required. Other duties as required from time to time by the Director of Performing Arts

Additional Responsibilities:

To implement the School's educational model- Academic Care at Gippsland Grammar.

Principles of Academic Care at Gippsland Grammar

Academic Care at Gippsland Grammar promotes our five core values of compassion, leadership, excellence, respect and responsibility.

Academic Care, where students are understood not just as learners but as part of a caring community of learners, requires teachers to develop curriculum and approaches to teaching and learning that are made visible and **enhance student learning, well-being and resilience and to embed these in classroom experiences.**

Academic Care at Gippsland Grammar builds positive self-esteem, connectedness and self-efficacy through pedagogies and organisational structures, and through adults' relationships with students in and beyond the classroom.

Academic Care activates personal growth. This mindset enables one to cope with challenges and struggle; to endure and persist; and to create and develop a range of strategies and skills which can be used in a flexible way to flourish.

Academic Care is underpinned by our teachers' passion to the ongoing development of their professional learning, collegiality and collaborative practices, and their commitment to students at the centre of everything we do.

Curriculum

The Gippsland Grammar educational model outlines curriculum implementation which ranges from the organisation to the practice of education. It is an engaging curriculum which seeks to meet the educational needs, interests, talents and aspirations of our students.

At Gippsland Grammar

- the Australian Curriculum provides our curriculum framework F-10; and the Victorian curriculum for VCE, VCAL and VET programs;
- teachers access a planned curriculum which is fully mapped, current and dynamic;
- a variety of programs and support structures meet diverse student needs;
- learning opportunities enable students to connect to virtual and real world situations and environments;
- students have service opportunities and collaborate to make a difference in both local and global contexts;
- well defined and valid assessment practices are used;
- teachers analyse quantitative and qualitative data to monitor student achievement, progress and connectedness and to inform their teaching; and

- an engaging, stimulating, challenging and diverse variety of co-curricular opportunities is available.

Teaching and Learning

The Gippsland Grammar educational model outlines best practice pedagogy in the classroom. At Gippsland Grammar

- we provide engaging and stimulating classroom environments where our students feel safe and willing to take risks in their learning;
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- we ensure that teacher clarity is paramount;
- our classrooms are places where our students can succeed and there is an understanding between our students and teachers of what success looks like;
- learning is made visible using visible learning and Visible Thinking precepts
- learning strategies are developed to intervene, extend or encourage our students to achieve their best;
- data is used purposefully to inform teachers
- our teachers demonstrate expertise and lead our students to develop their own understandings, skills and knowledge;
- students benefit from effective and frequent formative feedback from their teachers, peers and others;
- learning is challenging and our students are supported to become resilient and persistent learners;
- our classrooms are places where learning can be collaborative, creative and fun; and
- our teachers use contemporary Digital Technologies to enhance teaching and learning and to promote flexibility and independence.

Wellbeing

The School has a clearly defined educational model that outlines our best practice approach to student wellbeing. This Academic Care model seeks to promote wellbeing using positive education approaches and to ensure that it is evident across all areas from the ELC to Year 12. At Gippsland Grammar

- the inextricable connection between wellbeing and learning is evident in everything we do;
- students feel safe and supported by teachers;
- our students learn in a calm and focussed environment;
- there are clear and consistent behavioural and learning expectations made explicit to all students;
- behaviours and relationships are managed in a restorative way;
- relationships are respectful and characterised by positive dialogue and active listening;

- teachers know their students, and use positive education strategies in the classroom and beyond;
- a growth mindset is evident in all aspects of School life;
- students learn in spaces which reflect the enjoyment and value of learning; and
- a personal development program is explicit and based around the core pillars of Wellness, Achievement, Relationships and Community Involvement.

General and Administrative Duties

- Attend every Faculty meeting as timetabled
- attend meetings for subgroups within the faculty, relevant to the subject(s) and year level(s) taught
- read minutes of every meeting and take action as appropriate
- take minutes of meetings, as requested by the Head of Faculty
- in the event that a teacher is part of more than one Faculty, whose meetings clash, the Subject Teacher may choose which meeting to attend. It remains, however, her/his responsibility to liaise as necessary with the other Faculty to ensure she/he is aware of all discussions and decisions taken by said Faculty
- have a duty of care for the behaviour of all students
- have a duty of care for the appearance of students and model appropriate dress by adhering to the dress code policy as published in the staff manual
- are expected to attend scheduled staff meetings, and relevant House meetings and Year Level meetings
- are expected to attend school assemblies and liturgies
- are required to use Information and Communication Technologies to enhance administration
- are required to participate in Retreat/Spiritual programs and/or a Year Level Camp as required by the school, on at least an annual basis
- are required to undertake playground/transport/Information Services Centre supervision as rostered
- are required to attend whole School, Year Level and House events eg liturgies, Athletics
- are expected to develop and maintain collegial and professional relationships with fellow staff members
- are expected to adhere to all School policies as published on the Portal
- are expected on site during working hours, for the purposes of lesson planning, and organisation

Co-curricular Involvement

- fulfil co-curricular requirements in accordance with School guidelines

- act as a role model for participating students
- keep accurate records of student attendance and participation within the activity
- where appropriate, nominate participating students for awards or school colours
- Create and maintain a safe environment in which students may enjoy their participation
- Oversee the revision and care of relevant equipment, materials and first aid requirements

Key Selection Criteria

- a. Highly developed skills and a vocalist and choral conductor (will be required to run a choral session with one of the School's choirs as part of the interview process)
- b. Well developed skills as an accompanist (may be asked to perform a short work as part of the interview process)
- c. Ideally an ability to teach an additional instrument
- d. Appropriate examination levels in both practical and music theory in both classical and popular styles
- e. Appropriate music education, tertiary degree and/or industry experience
- f. Experience in and knowledge of AMEB and VCE syllabus and repertoire
- g. Excellent communication and relational skills, providing the ability to relate to students from ELC through to VCE
- h. Success in fostering a love of music learning and commitment to excellence
- i. Outstanding representational skills
- j. A proven record as an outstanding teacher
- k. Registration with the Victorian Institute of Teaching
- l. Be willing to participate in and also encourage students to fully participate in the life of our School
- m. Be committed to providing a child safe environment