

POSITION DESCRIPTION

DATE:	February 2021
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POSITION:	Specialist Music Tutor
DEPARTMENTS:	Performance Music Department
RESPONSIBLE TO:	Principal
REPORTS TO:	Director of Performance Music

POSITION CONTEXT

This position description should be read in conjunction with the attached Guiding Philosophy document of Cannon Hill Anglican College.

All staff are required to:

- Consistently demonstrate the values of the College and promote its ethos, mission and vision.
- Abide by the Code of Conduct for Anglican Schools and Education and Care Services, and other College policies, procedures and practices.
- Consistently demonstrate professional competence and apply contemporary knowledge and innovations in educational and professional practice.
- Consistently maintain confidentiality and overt support for the College.
- Provide appropriate support and pastoral care for students and fellow staff by fostering quality relationships.
- Play an active role in supporting the cleanliness and safety of the College site.
- Encourage cooperative parent contact and foster positive community attitudes toward the College.
- Undertake other reasonable and relevant duties within skills, knowledge and capabilities and as directed by the Principal or their representative.
- Follow safe working procedures developed for the College and obtain and hold for the duration of employment, a current Suitability Notice (Blue Card).

POSITION OVERVIEW

The primary role of a Specialist Music Tutor is to deliver private music tuition as part of the College's Performance Music program. Specialist Music Tutors are specialists in the specified musical discipline and deliver an extremely high quality of tuition. Specialist Music Tutors should actively support the holistic goals of the Performance Music Program of the College and contribute to the successful running of the ensemble program. An additional role in directing or accompanying College ensembles may be required, at the discretion of the Director of Performance Music.

Involvement in co-curricular music activities such as concerts, Music Awards Evening, parent information evenings and the annual departmental meeting is integral to your work as a member of the performance music staff of the College. The Director of Performance Music will elaborate on key events for music staff at the commencement of the school year.

Specialist Music Tutors are employees of the College and as such are not required to invoice parents directly. A tutor's hours of work are at the discretion of the Director of Performance Music based on the demand for lessons and are negotiated at the time of offer. Changes may occur over time.

ORGANISATIONAL ENVIRONMENT

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members. Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents, a lifestyle based on Christian values.

Commitment to the development of the College and its reputation, in the community, consistent with its mission, vision, ethos and Anglican Identity.

VISION

Cannon Hill Anglican College - distinctively innovative, successful, and sustainable Anglican co-education.

ORGANISATIONAL EXPECTATIONS

- All employees are expected to respect the confidentiality of the individual, and to treat all members of the College community with courtesy.
- All employees are bound by the requirements of the College's policies, procedures, and any other practices (such as the Code of Conduct) and are expected to provide appropriate support and pastoral care to students of the College.
- Cannon Hill Anglican College is committed to maintain a healthy and safe work environment. Everyone must adhere to the work Health and Safety Act 2011.
- As a condition of employment employees are expected to obtain and hold for the duration of employment, a current Suitability Notice (Blue Card). Teaching staff are also required to maintain their Teacher Registration.
- All staff are required to familiarise themselves with the College Child Protection Policy.
- With regard to student behaviour, a non-teaching staff role is not to actively discipline a student but rather one of observance and reporting (to the appropriated teacher of Assistant Principal- Pastoral Care and Administration) of any misdemeanour so that sanctions may be invoked where required. However, within the staff's duty of Care it may be necessary to step in when a situation is unsafe, or a student is at risk.
- All employees recognise and accept that multi-skilling is an essential component of the College and all employees may be required from time to time to undertake duties that are outside their normal position description but within their skills, competency and capability.
- Much of the information gleaned by staff during their duties is confidential and should be treated as such. Staff shall not use confidential information to gain advantage for themselves, their related persons or for any person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly to cause harm or detriment to any person, body, or the College.
- Proof of qualifications will also be required prior to commencement.

RELATIONSHIPS AND AUTHORITY

This level requires employees who have had sufficient experience and/or training to enable them to carry out their assigned duties often unsupervised, using established procedures and practices.

Problems are solved by reference to established procedures, practices and instructions. Initiative and judgement is used to apply such procedures, practices and instructions.

The position is responsible to the Principal through the Director of Performance Music for the day to day performance of administrative duties. Within the supervision provided, employees at this level have responsibility and accountability for their own work. The work at this level is subject to regular checking related to its overall progress.

KEY RESPONSIBILITIES**1 Curriculum**

- To deliver specialist music lessons to College students who have a current Music Enrolment Contract. Lesson duration is 30 minutes, unless otherwise advised.
- To schedule lesson times at a mutually convenient time to both teacher and student each week, taking into consideration special requests from parents and College events.
- To advise students in advance of any changes of timetable due to tutor absence.
- To keep an accurate attendance roll at all times.
- To complete notice of absence forms for distribution to parents for all un-notified student absences.
- To accurately complete lesson profiles, providing details on lessons received and work undertaken to date, on the College's music database program.
- To provide detailed progress reports for distribution to parents at the end of each teaching semester.
- To notify the Director of Performance Music of any concerns that are conveyed to you, during the normal course of lessons, regarding student well-being.
- To flag any concerns you have regarding the successful delivery of the music program directly to the Director of Performance Music.
- To assist with directing or accompanying College ensembles, as requested by the Director of Performance Music.
- To attend College events and performances as directed by the Director of Performance Music – (i.e. Annual Departmental Meeting, Music Staff Recital, Parent Information Evening and the Annual Music Awards Evening).

2 Pastoral Care

- Facilitate student learning and development through support of the pastoral program, values and aims of the College.
- Promote the services of the College's Performance Music Department to potential students.
- At all times to act in a professional manner, consistent with the College's ethos and image in the wider community.

SELECTION CRITERIA**1 Qualifications and Experience**

- Bachelor's Degree in Music or Music Education or equivalent is essential.
- Current First Aid Certificate is desirable.

2 Interpersonal Skills and Pedagogy

- Proven teaching experience in the specialist discipline.
- A high level of organisation is necessary to manage your teaching load.
- The ability to set achievable long and short-term goals for your students is essential.
- A friendly and professional demeanour and the ability to motivate and relate well with school-age students in a P-12 environment.

3 Information Technology and Communications Skills

- Experience in the basics of Information Technology to assist in the running of the Performance Music program.
- Maintaining an accurate roll and record of lessons on the College's Music database is a crucial requirement of this position. Training and assistance will be provided to successful applicants.
- Well-developed communication and interpersonal skills, with an emphasis on building and maintaining quality relationships with all members of the College community.
- A Specialist Music Tutor is expected to display a friendly, courteous and diligent manner in dealing with colleagues, students and parents of the College and is expected to maintain the utmost confidentiality in all matters.

4 Professionalism

- Ability to work in a manner that promotes a lifelong appreciation and enjoyment of learning Music in our students.
- The presentation of a professional, dedicated and inclusive attitude and demeanour at all times.

5 Personal Characteristics

- This position is expected to display a willingness to contribute as part of the Music Team to ensure an effective operation of the Performance Music Department's core objectives and ensemble program.

6 Spirituality

- An understanding of and respect for Christian values and demonstrable support for the College's Anglican ethos.

7 Blue Card and National Police Check

- Possession of a current "Positive Notice Letter and Blue Card" issued by the Public Safety Business Agency. (Applicants who do not possess this but are willing to apply for the position knowing they must satisfy eligibility criteria will be considered).
- A National Police Check must be completed every three years in line with the Blue Card renewal.



GUIDING PHILOSOPHY



Statement of Vision

Cannon Hill Anglican College – distinctively innovative, successful and sustainable Anglican co-education.

Statement of Mission

Cannon Hill Anglican College is a dynamic Christian learning community which strives to offer a balanced and holistic educational environment, in order to develop the intellectual, social, physical, emotional, aesthetic and spiritual dimensions of each of its members.

Statement of Values

Cannon Hill Anglican College is based on the principles and traditions of the Anglican Church and fosters among its students, staff and parents a lifestyle based on Christian values. These values are outlined in the Summary Ethos Statement for Anglican Schools in the Province of Queensland. As learning communities of excellence, Anglican Schools in the Diocese of Southern Queensland are called to share the mission of the church to proclaim the good news of the kingdom of God through: Faith, Vocation and Service.

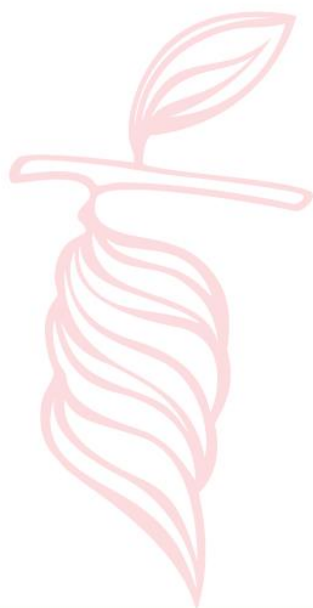
Core Commitments

Cannon Hill Anglican College is committed to building the capacity of all learners to:

- take responsibility for their own learning, adapting to constant change in society and in the world
- achieve their personal best in all aspects of their lives, developing self-confidence and a healthy self-concept
- make informed decisions in the areas of personal relationships, further education and vocational choices
- be articulate, self-motivated, independent and interdependent
- be critical, creative and reflective thinkers and problem-solvers, contributing to the well-being of society
- become spiritually literate, and to have a well-developed sense of social justice, tolerance, respect and concern for others and for the natural environment.

Cannon Hill Anglican College promotes:

- excellence in intellectual endeavour
- relationships which are kind, caring, supportive and productive.

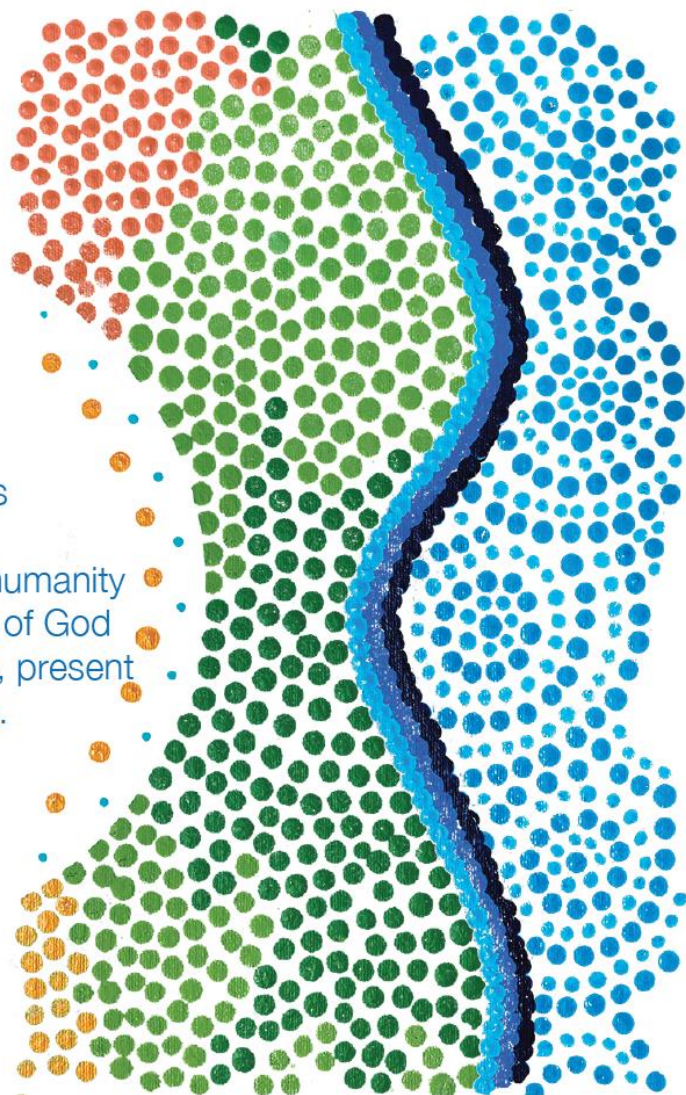


Our motto guides our practice
With Courage and Compassion

ANGLICAN SCHOOLS SOUTHERN QUEENSLAND

ETHOS STATEMENT

The vocation
of Anglican Schools is
education
driven by a vision of humanity
shaped by the image of God
made visible in Jesus, present
in every human being.



*You are the light of the world.
A city set on a hill cannot be hidden
... let your light shine before others,
so that they may see your good works
and give glory to your Father who is in heaven.*
Matthew 5.14-16

*The kingdom of God is like leaven
that a woman took and hid in
three measures of flour,
until it was all leavened.*
Luke 13.20-21

Our Schools have their own distinctive identity shaped by unique histories, contexts, communities and foundational stories. Across these, Anglican schools will share a number of key markers.

Incarnational – essential words live in us

God the Creator cares about creatures and creation. Matter matters and the Creator loves creation enough to enter in person: the Word becomes flesh. Words become real when lived. Essential words must be embodied within people and practised within our communities, for example: kindness, generosity, love, justice, fairness, truth, hospitality, service, compassion, forgiveness, redemption. These express values that describe God's activity among us. Living them is essential to the identity of an Anglican School.

The following five markers are an expression of our incarnational authenticity and our accountability as educational institutions to form new generations who be a particular way in the world.

Intellectual – we embrace a comprehensive liberal education

Anglican schools are unapologetically committed to the intellect: the relentless, fearless pursuit of truth; the discipline of academic rigour; meticulous scientific endeavour; critical analysis and philosophical accountability; unhindered artistic exploration and expression; bold ventures of entrepreneurial development and more.

Intelligence is diverse and multiplanar and the mind is not an isolated entity. Being intellectual is more than academic scholasticism. The person is an integrated being whose head is inseparable from heart and hand and the web of life in which we all are embedded. A comprehensive education of the mind intentionally engages students' heart and soul for the purpose of being in the world in a way that enriches a greater and common good.

Pastoral – we care for the fold

Every person bears the image and likeness of God. We have a responsibility to know each person and care for their wellbeing (mind, heart, body, soul) and the social and cultural web in which they are entwined. This responsibility applies to our staff as well as our students. Everyone should feel like they belong, are safe and able to thrive.



Missional – we are leaven for the rising of the whole**a. Christian Mission – a portion within the whole**

We intentionally engage in Christian formation seeking to nurture committed followers of Christ, building confidence in their capacity to serve as a loving and gracious presence in community bearing witness to the enticing life of faith.

b. Civic Mission – the whole for the whole lot

We are learning communities whose end is moral, spiritual and character formation with the capacity to transform and turn the whole community towards a greater and common good. This is a way of being in the world that seeks to participate in and transform society for the good of all. For us this way specifically includes merciful attention to the needs of the bruised and broken, vigorous work of restorative justice and guardianship of the sacredness of the created order.

Service runs across both Christian and Civic mission. Service is solidarity with the other, working alongside the other for their best interests, awakening their power. Service builds up community whose markers are justice, inclusiveness, sustainability, diversity. Service copies the actions of Christ and is the practice of being a neighbour in the world.

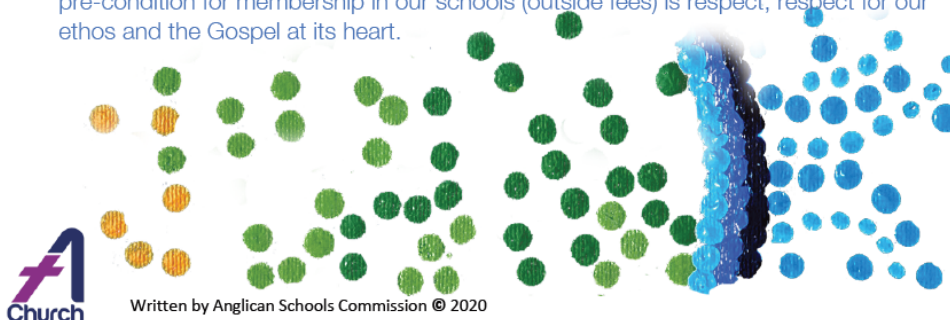
Faithful

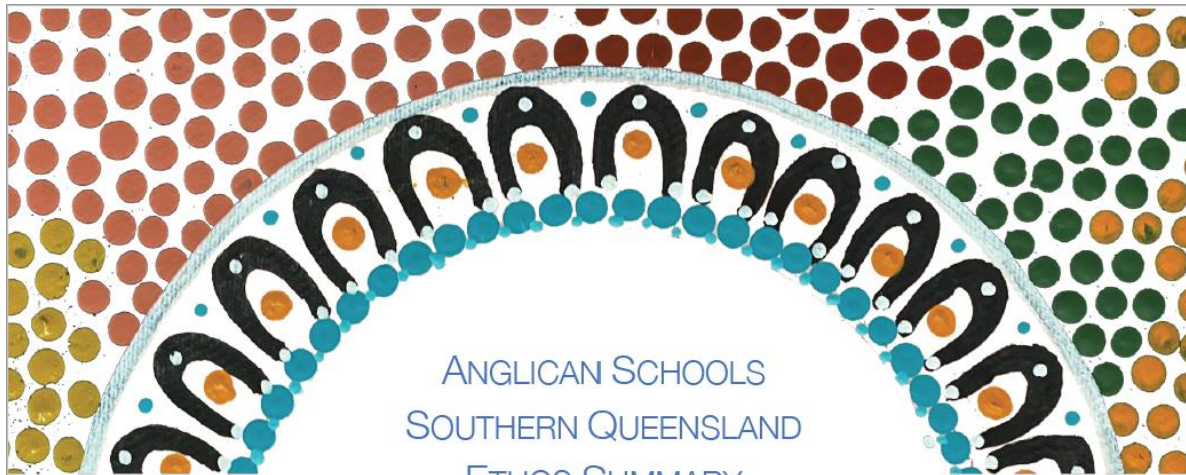
We are faithful to the Christian story, living it in a way that invites discovery. We are faithful to the scriptures and the seasons, saints and celebrations of the Christian story and the life, death and resurrection of Jesus.

We are faithful to a calendar and rhythm of spiritual awareness that runs under and outside the school timetable. This awareness is practised through patterns of reflection, chapel, prayer, art, architecture, stillness, symbol, silence, sacrament, story-telling, celebrations, blessing and gratitude. Our liturgical traditions are ordered; participatory; musical; narrative and engaging of the senses, arts and creation; rooted in scripture; sacramental; intellectually robust and connected to the school's pastoral practices and missional service.

Hospitable

We acknowledge and celebrate that both our student and staff memberships are plural. We invite and welcome all and hospitality is given to every student, no matter the race, gender, sexuality, ideology, ability/disability or religion. No one is excluded. The only pre-condition for membership in our schools (outside fees) is respect, respect for our ethos and the Gospel at its heart.





ANGLICAN SCHOOLS
SOUTHERN QUEENSLAND
ETHOS SUMMARY

The vocation of Anglican Schools is
education
driven by a vision of humanity
shaped by the image of God made visible in Jesus,
present in every human being.

SUMMATIVE MARKERS

INCARNATIONAL
God is Love, perfect and in person. We live essential words, in person.


INTELLECTUAL
We engage in the fearless pursuit of truth


PASTORAL
We practise respect for the whole person in community

MISSIONAL
We form people for the transformation of the world,
in the service of God and the common good

FAITHFUL
We keep sacred rhythms attending to the goodness of life,
celebrating the story and sovereignty of God

HOSPITABLE
All have a place to belong



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