

POSITION DESCRIPTION

Position:	Instrumental Music Tutor
Primary Role Purpose:	The primary role of the Instrumental Music Tutor is to conduct individual and small group music lessons. In addition, the Instrumental Music Tutor may be expected to direct an ensemble.

Ongoing Responsibilities

All non-teaching members of staff are expected to fulfill their duties and responsibilities in ways that strengthens Lutheran identity, enhances excellence in teaching and learning, engages in continuous improvement and innovation, builds community and connection, and leads effective organisation and management.

The Instrumental Music Tutor will:

- Develop short and long term goals to be achieved in instrumental lessons and private practice.
- Deliver structured lessons to include warm-ups, technical work, repertoire development and support of students' current ensemble work.
- Ensure that students are taught how to practise effectively at home.
- To enhance learning, each student should be given a written record at the end of each lesson of set work for the week, including technical work, studies and pieces.
- Complete progressive feedback for students as required.
- Organise and maintain sufficient and challenging learning resources for students.
- Prepare students for AMEB and VCE performance examinations where appropriate.
- Maintain accurate attendance rolls. It is a requirement that each staff member take every possible step to ensure a student attends their lesson regularly with all relevant equipment. If the student cannot be located or forgets books etc., appropriate action must be taken, i.e., phone or send an email home to parents. If students are absent for two consecutive weeks, the teacher must contact parents by telephone.
- Parents of students who wish to discontinue lessons are required to provide notice in writing to the Co-curricular Performing Arts Coordinator two weeks prior to the end of the previous term. Once made aware of a student's wishes to cease lessons, the Instrumental Music Tutor is to pass this information onto the Performing Arts Administrator to follow up with the student's parent/guardian. The Instrumental Music Tutor is also to remind the student that their parents must fill in a lesson cancellation form (available from the Performing Arts Administrator/Omnia), or the next term's lesson fees will be charged.
- Prepare rotating timetables in advance of each term in conjunction with the Performing Arts Administrative Assistant.
- Promote and support students' involvement in college co-curricular and curricular activities e.g., ensembles, masses, concerts, excursions and camps.
- Be actively involved in the recruitment of new students.
- Support school music activities with their attendance and by playing in ensembles when necessary.
- Report to the Head of Performing Arts (Co-curricular) any issues relating to students' welfare such as discipline, attendance, motivation, lack of application.

- Demonstrate an awareness of current teaching practices and developments in instrumental music pedagogy through professional development.
- Report any problems with teaching areas, resources and instrument conditions to the Head of Performing Arts (Co-curricular).

The above are considered the key duties and responsibilities of the position, however the position description is considered dynamic and is subject to change, in consultation, to meet the needs of our students and the college.

Qualifications

- The Instrumental Music Tutor must either be registered (which includes permission to teach) with the Victorian Institute of Teaching or have a valid Working with Children Check.
- National Police Check (within 12 months of issue). Not required if registered with the Victorian Institute of Teaching.
- Suitable instrumental qualifications for the role.
- Commitment to, and competence in the use of technology is required.

Key Internal Relationships and Accountabilities

Reports to the Principal via the Head of Performing Arts (Co-curricular).

Associated Relationships:

- Ensembles Coordinator
- Performing Arts Staff
- Instrumental Music Tutors
- Students and Parents

Personal Qualities

The Instrumental Music Tutor will exhibit the following personal qualities:

- Strong interpersonal / personal skills including excellent communication skills.
- Excellent time management and organisational skills with the ability to multitask.
- Be a role model and positive member of the college community including being fully supportive of the college.
- Ability to be self-motivated, focused and to complete tasks on time.
- A passion and enthusiasm for teaching music to students
- Demonstrated experienced working within a school environment would be advantageous.

Professional Expectations

All staff are expected to:

- All employees will commit to upholding and supporting the college's Lutheran ethos and the mission of the Lutheran Church.
- Demonstrate commitment to Ministerial Order No. 1359 "Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises", the Child Safe Program – Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct.
- Have a shared responsibility for risk identification of child abuse and be well-prepared in how to respond to child safety concerns.
- Be responsive and maintain respectful communications and collaborative relationships with the Luther College community.
- Adhere to and implement all safe work practices and procedures in accordance with the Luther College Occupational Health & Safety Policy.

- Work safely and report any hazards in accordance with school procedures.
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings.
- Attend staff meeting/s and professional learning as scheduled each term.
- Meet expectations as set out in the Luther College Staff Handbook.

Our Commitment to Child Safety

All students who attend Luther College have a right to feel and to be safe. The wellbeing and safety of all students in our care is our first priority and we have zero tolerance to child abuse. The college has a commitment to child safety and teaching staff will be responsible for understanding, applying and promoting the college's commitment to child safety, and its related policies and procedures.

Employment at Luther College is subject to school policies including the Child Safety and Wellbeing Policy and Child Safe Program – Child Safety Adult Code of Conduct and participating in all related mandatory training. To ensure the safety of all students, staff will take into account issues relating to Aboriginal students, students from cultural and linguistic diverse backgrounds, or students with a disability, in addressing child protection and disclosures.

Core Leadership Behaviours

The Instrumental Music Tutor is expected to role model the following behaviours:

Professional Composure: Is a settling influence within a complex environment, is not easily irritated or quick to judge, can manage reasonable stress without it affecting professional performance.

Ethics and Values: Demonstrates Christ-like values, role models expected behaviours, demonstrates honesty and integrity in all situations irrespective of complexity.

Decision Quality: Makes good decisions, based on sound data, credible educational research, collective wisdom, experience and in alignment with the College's strategic aims and objectives.

Interpersonal Expertise: Relates well to all kinds of people, easily builds rapport and trust, is respectful and diplomatic in dealings with others, represents situations accurately without embellishment and displays a genuine empathy for others.

Communication: Can communicate with clarity and purpose within a variety of settings, is an active listener, is slow to judge and form opinions, is able to interpret and respond accordingly to the non-verbal responses of others. Provides consistent public support both within and outside of the College for school-wide policy initiatives and strategic priorities.

Organisational Agility: Knowledgeable about the relational and operational complexity of organisations, works effectively to achieve strategic priorities and learning goals of the College, and understands how best to motivate and align teams of people to achieve these.

Priority and Solution Focused: Can identify what is of strategic importance and prioritises focus of self and others, accordingly, can limit distractions, overcomes blocks and barriers, is able to complete projects within required timeframes, consistently meets the goals of the organisation and exceeds the expectations of others, creates opportunities and support structures for others to be internally motivated.

Self-Knowledge: Knows personal strengths and weaknesses, reflects upon previous experiences to facilitate personal and professional growth, regularly seeks feedback from others, values transparency and accountability.

Courage and Conviction: Speaks the truth with love, corrects communicated inaccuracies, provides direct feedback to others, faces difficult situations from a clear process perspective, does not personalise professional situations unnecessarily.

Key Selection Criteria

SC 1.	Highly attuned, well developed and effective interpersonal and communication skills with demonstrated capacity in a customer facing environment.
SC2.	Demonstrated time management, ICT skills, organisational skills and ability to think laterally as a means of sourcing accurate information quickly and effectively.
SC3.	A commitment to confidentiality executed with tact and discretion.
SC4.	Professional demeanour, positive mindset, commitment to our Christian ethos, and ability to display ethical and respectful behaviour at all times.
SC5.	Demonstrated ability to work both independently without supervision and within a collaborative team environment.