



POSITION DESCRIPTION

POSITION:	Music Teacher
DEPARTMENT:	Teaching
CAMPUS:	Junior School
REPORTS TO:	Head of Junior School
DIRECT REPORTS:	Not Applicable
EMPLOYMENT STATUS:	.26 Part Time – Maximum term
APPROVAL:	January 2026

WORKING ENVIRONMENT

Geelong Grammar School is one of the world's leading coeducational boarding and day schools offering exceptional education to all of its students, from Early Learning to Year 12. Geelong Grammar School seeks to inspire its students and community to thrive and make a positive difference through its unique and transformational education. Geelong Grammar School has four campuses:

Bostock House (approximately 120 students). Currently situated in the Geelong suburb of Newtown, with our relocation to the purpose built Junior School situated in Corio from Term 2 2026, this campus caters for day students from Early Learning to Year 4. The Bostock campus has approximately 25 full time and part time teaching and support staff.

Toorak (approximately 320 students) is located in Melbourne. It caters for day students from Early Learning to Year 6. After Year 6, most students proceed to Corio. The Toorak campus has approximately 50 full time and part time teaching and support staff.

Corio (approximately 920 students) offers day, day boarding, weekly boarding and full boarding in Years 5 to 8 (Middle School) and day and full boarding in Years 10 to 12 (Senior School). About 70% of Corio students are full boarders. Approximately 100 staff (nearly all teaching) reside on the campus, with 30 accommodation units being connected to boarding houses, and the remainder consisting mostly of free-standing residences. The campus is like a small community with its own (large) kitchen/dining facilities, a medical centre (9 beds), chapel and maintenance workshops and comprehensive educational infrastructure. The campus also provides high level sport, recreational, training and performance facilities used by the School community. The Handbury Centre for Wellbeing provides a gymnasium, indoor swimming pool, dance studio and multi-purpose playing courts and the (SPACE) provides "State of the Art" auditoriums, performance theatres, creative education hubs and display spaces that utilise the latest in technology.

Timbertop (approximately 245 students) is a boarding campus for all Year 9 students, located near Mt Buller in Victoria's Alps. All teaching staff live on the campus and students spend the entire year at Timbertop taking part in hiking, recreational and community service activities.

THE BOSTOCK HOUSE SCHOOL ENVIRONMENT

At Bostock House every member of our community is valued, respected and committed to providing our students with the highest quality teaching and learning programmes, designed to improve student outcomes, including levels of achievement and wellbeing. Students at Bostock House engage in a rich, developmentally appropriate learning programme influenced by the Reggio Emilia approach to education and PYP curriculum, aligned with the School's strategic learning frameworks. Teaching staff work collaboratively in professional learning teams to support their own growth and the learning of students in their care. Our contemporary learning environments promote inquiry, creativity, positive relationships, team teaching and differentiated learning experiences.

POSITION OBJECTIVE

To provide a caring, engaging and exceptional educational environment for all students participating in the School's music programme.

KEY RESPONSIBILITIES

Curriculum

- Teach within a generalist classroom music programme from Early Learning to Year 4.
- In conjunction with cross campus colleagues, develop, implement and evaluate a music curriculum that embeds current best practice theories and philosophies including Kodály, Orff, and relevant whole school curriculum frameworks.
- Plan, deliver and facilitate regular music experiences and performance opportunities for students throughout the year.
- Take responsibility for the musical direction of collaborative projects and School events as required.
- Employ a range of authentic assessment practices and regularly communicate with parents about children's progress through informal discussion, continuous reporting pieces and parent/teacher interviews.
- Maintain an effective learning environment and attend to the pastoral care of all students.

ORGANISATIONAL RELATIONSHIPS:

Internal Liaisons

- Executive Leadership Team
- Heads of Junior School
- Director of Early Learning
- Head of Learning and Teaching/PYP Coordinator
- Teaching staff
- Students

External liaisons

- Parents and Guardians
- Visitors to Corio campus

KEY SELECTION CRITERIA:

Amongst many skills candidates should possess:

- A variety of educational experiences and the ability to demonstrate a thorough knowledge of the Kodaly and Orff pedagogical methods.
- Familiarity with the International Baccalaureate Primary Years Programme and the Australian Curriculum – The Arts – Music.
- A high degree of digital literacy using digital programs and platforms for administration, curriculum development and delivery both face to face and remote.
- Outstanding interpersonal and communication skills.
- High level of organisational and conceptual skills.
- The ability to be responsible for a class of children in a caring and nurturing manner but also have the

ability to be a willing and enthusiastic team member.

- Proven commitment to professional development and a willingness to participate in all aspects of the Geelong Grammar community, including co-curricular activities.

QUALIFICATIONS AND EXPERIENCE:

Mandatory requirements

- Early Childhood and or Primary Teaching Qualifications
- Registration as a Teacher with the Victorian Institute of Teaching, which includes a National Police Check undertaken by VIT
- Applicants must provide evidence that they fulfil the Proficient Level in all of the AITSL Australian Professional Standards for Teachers.
- Experience and knowledge of individual academic learning programmes for students with diverse abilities and needs.
- It is a condition of employment that Teachers must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new Ministerial Order 706 and the School's Anaphylaxis Management Policy (2015). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School are provided by Vice Principals.

COMMITMENT TO POSITIVE, ADVENTURE AND CREATIVE EDUCATION:

Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education.

All staff are required to attend our Discovering Positive Education training course within their first two years of employment at the school. Staff also have the opportunity to participate in ongoing Positive Education training throughout the year.

OUR COMMITMENT TO STUDENT SAFEGUARDING

Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.

The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the [GGS website](#), under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the [Child Safe Standards](#), as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.

WORKING WITH CHILDREN CHECK & NATIONAL POLICE CHECK

All employees of Geelong Grammar School must hold a Victorian Working with Children Check (Employment) prior to appointment, and National Police Check completed within three (3) months prior to appointment.

OTHER REQUIREMENTS AND OUT OF HOURS EXPECTATIONS

- The Attendance at School events, such as family day and staff conference