



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Deputy Director of Music

REPORTS TO: Director of Music

LOCATION: Keilor East Campus

PURPOSE

To model exemplary educational leadership in Music at the Middle and Senior Years, and to lead the classroom music staff and implement, review, promote and grow the curriculum and performance aspects of the programme across Years 7 to 12. To support the delivery and ongoing development of the School's music programme and contribute to whole-school improvement through leadership in teaching and learning, student wellbeing, and co-curricular music. The role works closely with the Director of Music and deputises in their absence, playing a key role in fostering a culture of excellence, inclusion, and continuous improvement

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve and is associated with the Uniting Church. The school operates on three campuses with a student population of just under 3,000. The Kindergarten and Junior School (boys) are in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebsen House (Middle School boys), McNab House, Middle School (girls) and the Larkin Centre (coeducational Senior School) are in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular programme of Drama, Dance, Music and Sport.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behavior in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, simulating wonder and innovation. We value intellectual engagement and lifeline learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Deputy Director of Music is a member of the Music Department leadership team with the Director of Music and the Coordinator of Junior Music.

The Deputy Director of Music reports directly to the Director of Music, and to the Deputy Principal and Principal for the effective performance of their duties. The Deputy Director of Music also reports to Heads of Sections on issues relating to classroom teaching and student wellbeing matters. Whilst required to work across campuses on occasion, the incumbent is based at the Keilor East campus. The incumbent is expected to support the school's aims, policies and procedures and the philosophy of a school associated with the Uniting Church.

Key Working Relationships

- Director of Music
- Music staff (including Administration) and teaching colleagues
- Students and parents/carers
- School leadership and support staff

POSITION GUIDELINES

DIRECT RESPONSIBILITIES

In addition to teaching duties (approx 12 periods) the Deputy Director of Music will perform the following:

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General responsibilities

- Support and Deputise for the Director of Music as required
- Contribute to whole-school initiatives and priorities
- Uphold the values, policies, and professional expectations of the School
- Provide instructional leadership and assist in staff performance improvement strategies, as required
- Engage actively in the life of the School community
- Review work programmes and provide staff with support and advice for improvement, as required
- Mentor staff members as required, which includes providing advice and direction on teaching and learning strategies
- Lead cyclical staff review processes to support continuous improvement in knowledge and practice
- Provide support and leadership at school functions, including but not limited to assemblies and out-of-hours concerts

Curriculum and resource development

- Deliver high-quality classroom music teaching
- Model exemplary pedagogical practice and differentiated instruction
- Lead the review and development of teaching and learning programmes for Middle and Senior Years using evidence-based practice
- Use evidence-based strategies to improve student engagement and achievement
- Assess, provide feedback, and report on student learning using consistent and rigorous practices
- Model the use of current research when evaluating initiatives and programme effectiveness
- Facilitate collaborative curriculum planning and problem-solving
- Lead moderation and assessment practices to ensure consistency and accuracy of teacher judgement
- Use student data to inform teaching practice, programme improvement, and targeted interventions
- Develop systems for monitoring student progress at individual and cohort levels
- Support staff to build capacity to analyse and respond to complex teaching and learning challenges
- Lead the evaluation and improvement of digital technologies and learning resources
- Ensure administrative and curriculum systems are efficient, consistent, and fit for purpose
- Actively contribute to the Heads of Learning Area and Teaching and Learning Committees, ensuring Music is well represented in whole school curriculum and pedagogical decision-making.

Student wellbeing

- Actively support and promote school policies and procedures for student wellbeing and monitor and report any concerns, in accordance with school procedures

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- Liaise with parents in relation to student issues as required at parent-teacher interviews and as discussed with Heads of Section and the Director of Music
- Keep existing content and include:
- Lead processes that gather and respond to feedback from students, staff, and parents/carers about safety, belonging, and learning environment.
- Use research and school-based evidence to evaluate and improve approaches to student behaviour and engagement
- Foster a culture of open dialogue by clearly articulating perspectives and inviting input
- Build and restore trust within teams and the broader school community
- Lead evaluation of team culture and relationships to inform improvement strategies
- Ensure student wellbeing remains central to all decision-making and programme development

Ensembles/Performances

- Lead a senior school ensemble, as appropriate
- Lead and assist in planning and delivering performances, tours, One School Day, Carol Services, major concerts, assemblies, church services and other music events
- Promote student participation, excellence, and engagement in co-curricular music
- Strengthen community engagement through performance opportunities

Professional learning

- Maintain current knowledge of best practice in music education, including but not limited to: availability of academic resources; use of technology; and student and staff engagement
- Support school wide professional learning through the sharing of professional knowledge and practices with colleagues
- Lead the development of data-informed processes to evaluate the impact of professional learning on teaching practice and student outcomes
- Develop staff capacity to identify, discuss, and resolve barriers to effective collaboration
- Support a culture of professional inquiry where evidence of impact informs ongoing improvement

Music programme administration and other activities

- Assist the Director of Music and Heads of Section in the effective staffing and timetabling of classroom music classes.
- Oversee the Music Administration staff to schedule room allocations and the daily supervision duties roster for music staff.
- Monitor the Middle and Senior School Classroom Music budget, providing regular updates to the Director of Music
- Support the Director of Music in the allocation of human and physical resources for the sound administration of the Music Department
- Assist in the development of policies and practices that support a quality music programme
- Attend and contribute to staff meetings

- Participate in and support a range of events and activities within the music programme and other school events or activities as required
- Organise and promote relevant activities, excursions, trips and discussion groups where appropriate
- Support Equal Employment Opportunity principles, including support for an equitable, safe and productive environment for all staff and students and treating all school community members with dignity and respect.
- Other duties as required

SELECTION CRITERIA

The incumbent will demonstrate the following attributes:

- Relevant qualifications and experience, including a teaching qualification and VIT registration
- Outstanding educational leadership including exemplary teaching practice and pedagogical knowledge
- Leadership characterised by integrity, transparency, and continuous improvement
- A commitment to open-minded, rigorous thinking and professional curiosity
- A willingness to seek and respond constructively to feedback, revising decisions where appropriate
- A strong moral purpose focused on improving student learning and wellbeing
- The courage to engage in professional dialogue that challenges and improves practice
- The ability to consider multiple perspectives and respond with empathy and clarity
- A focus on outcomes while remaining flexible in approach
- Resilience and perseverance when leading through change or challenge
- A reflective approach to leadership, using feedback and evidence to improve practice
- A commitment to and ability to build trust and maintaining respectful, productive relationships with students, staff and parents
- Ability to lead high performing educational teams
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds
- High level interpersonal and communication skills
- High level organisational skills
- An ongoing commitment to professional learning
- A satisfactory national criminal record check

SKILLS AND COMPETENCIES (AITSL Middle Leader Standards)

The incumbent will demonstrate many elements of the **AITSL Middle Leader Standards**. The Middle Leader Standards are organised into 2 groups. The first group is referred to as the enabling standards because they enable the successful demonstration of leadership practice in the other standards. We acknowledge that the Deputy Director of Music may be on a continuum of proficient, accomplished or expert leadership capability levels.

Enabling dispositions

Open-mindedness

The ability to lead with an open-minded and curious disposition. Being consistently willing to examine and revise their own beliefs by listening to differing points of view from students, colleagues, principal and other senior leaders and the school community, and use evidence to check and modify their own beliefs.

Interpersonal courage

The ability to take risks to challenge school and team norms, cultures and practices that prevent improved student learning and wellbeing.

Empathy

The ability to listen carefully and remain sensitive to another's perspectives and emotions by setting aside any pre-conceived judgements and demonstrating genuine care about the lives, learning and wellbeing of their students, colleagues and school community.

Perseverance and resilience

The ability to persist until a problem is solved despite failures and setbacks. The ability to sustain their energy under pressure and adapt well to change.

Enabling knowledge and skills

Middle leaders draw on, and support others to develop clusters of knowledge and skills to solve problems of teaching and learning while building trust with those involved. The enabling knowledge and skills describe *the how* of effective school leadership and are enablers towards building a culture of learning across the school.

This standard describes middle leaders leading with a strong sense of who they are, what they know and do and how they draw on their knowledge and skills to help all students achieve.

Using relevant knowledge

The ability to use and source knowledge to enhance the attainment of improvement goals

Solving complex problems

The ability to lead the analysis and resolution of complex problems related directly to teaching and learning. Work through problems collaboratively, systematically, and iteratively.

Building relational trust

The ability to build and sustain a culture of trust in which teaching and learning improvement is shared, well supported and competently led.

Self-reflection

The ability to intentionally reflect on own biases, values and perspectives to gain greater insight about oneself as an individual and leader and to seek feedback to engage in a continuous cycle of growth and development.

In addition the incumbent will demonstrate some competencies from the second group of AITSL Middle Leaders core standards. The **second group of standards** represent middle leaders' core business, which is to improve teaching and learning to maximise the progress and achievement of all learners. Accordingly, these are known as the core standards:

3. Enhancing understanding and respect for Aboriginal and Torres Strait Islander Peoples
4. Coordinating high-impact teaching and learning
5. Leading improvement in teaching practice
6. Managing effectively.

Reference:

https://qed.qld.gov.au/publications/standards/middle-leaders?utm_source=AITSLemail&utm_medium=email&utm_campaign=professional-standards-for-middle-leaders&utm_content=240529

CONDITIONS

Employment conditions are as per the Penleigh and Essendon Grammar School (Teacher, Kindergarten Teacher, Kindergarten Assistant and School Assistant Staff) Agreement 2022.

A leadership Position of Responsibility allowance is provided according to qualifications and experience.

This is a full-time ongoing position.

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.