



SUCCESS PROFILE – Coordinator of Strings | Early Childhood and Primary

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Coordinator of Strings Early Childhood and Primary
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Corio
REPORTS TO MANAGER:		Head of Junior School Corio
STAKEHOLDER / DOTTED LINE MANAGER:		Head of Co-curricular Music
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Position of Responsibility (POR) 1 year fixed term
	Hours	0.16 FTE Time Release
	Working Weeks	Teachers Averaged over 52 weeks
SUCCESS PROFILE EFFECTIVE DATE:		5 October 2026

THE ROLE

General Description and Role Purpose

The Coordinator of Strings | Early Childhood and Primary is responsible for leading, developing and coordinating the Strings Programme, fostering a culture of excellence, creativity and participation in instrumental music. The role aims to engage all students in meaningful musical experiences through classroom and co-curricular programs while supporting the School's educational philosophy and values.

Working collaboratively with the Music Department and the Head of Learning and Teaching | Corio Junior School, the Coordinator of Strings | Early Childhood and Primary will oversee the delivery and ongoing development of the strings program, ensuring high-quality teaching, student participation, performance opportunities and program outcomes. The role supports the integration of music education within the International Baccalaureate Primary Years Programme (PYP) framework and contemporary educational practices.

Key Responsibilities/Accountabilities

- Lead, supervise and coordinate the Strings Programme.
- Develop and enhance a high-quality, sustainable strings program that supports student participation, engagement and musical growth.
- Collaborate with the Music Department and the Head of Learning and Teaching | Corio Junior School to ensure alignment with School priorities and educational frameworks.
- Liaise effectively with teaching staff, music tutors and other relevant stakeholders to support program delivery and student success.



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- Monitor, evaluate and report on the effectiveness of the Strings Programme, including student participation, achievement and program outcomes.
- Manage the administration and organisation of the Strings Programme, including communication, scheduling and performance planning.
- Deliver engaging and developmentally appropriate strings instruction to Early Childhood and Primary students.
- Support the development, implementation and evaluation of music curriculum and learning experiences that align with contemporary best practice, the International Baccalaureate Primary Years Programme (PYP) and Reggio Emilia-inspired approaches.
- Employ a range of authentic assessment practices to monitor, evaluate and support student learning and musical development.
- Maintain accurate records of student progress and achievement.
- Communicate regularly with parents regarding student progress through informal discussions, written reports and parent-teacher conferences.
- Work collaboratively with the Music Department to provide regular musical experiences and performance opportunities for students throughout the year.
- Develop, coordinate and oversee musical performances as part of the Early Childhood and Primary music program, including assemblies, concerts, music soirées and special events.
- Prepare and support students for performances, including occasional inter-campus events and collaborative initiatives.
- Foster a positive ensemble culture that encourages confidence, creativity, collaboration and excellence in performance.
- Create and maintain a safe, inclusive and effective learning environment that promotes student wellbeing and participation.
- Support the pastoral care and developmental needs of students within the Strings Programme.
- Encourage a lifelong appreciation of music and active student engagement in musical learning opportunities.
- Work collaboratively with members of the Music Department and Junior School staff to support whole-school music initiatives.
- Contribute to the ongoing development of music education programs and the strategic direction of the Music Department.
- Undertake professional learning and further education relevant to music education, strings pedagogy, curriculum development and ensemble leadership.
- Maintain current knowledge of emerging educational practices and developments in instrumental music education.
- Model professional conduct and uphold the values, policies and expectations of the School.
- Committed to the rigors of the School's [Light Blueprint](#)

Organisational Relationships - Internal

- Head of Junior School | Corio
- Head of Learning and Teaching | Corio Junior School
- Head of Co-Curricular | Music
- Head of Faculty | Visual and Performing Arts
- Employee Engagement team
- Campus Heads of Music



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- Coordinators of Music
- Music Tutors
- Campus based Music Administrators
- Teaching and operational staff
- Students

Organisational Relationships - External

- Parents

Out of hours contact/ other inherent role requirements

- The incumbent will likely to be required to work public holidays which fall during Term time, where the School is operational
- The incumbent may be required to work flexible hours, for example, supporting production rehearsals
- Attendance at School events, such as Family Day is encouraged

Physical, Environmental and Psychosocial requirements

PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	☐	☐	☒	☐
Mobility Endurance	Hiking and running across rugged, uneven, steep or slippery terrain, often while carrying a pack. Sleeping in a tent. Skiing – downhill and cross country	☐	☒	☐	☐
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
Manual Handling	Ability to lift/carry items up to ___ kg (role-specific) Loading trailers, including lifting above shoulder height. Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment Slitting wood, clearing drains, raking	☐	☒	☐	☐
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	☒	☐	☐	☐
Work at Heights	Using ladders, scaffolding or other objects	☒	☐	☐	☐
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☐	☒	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
Water-based Activities	Paddling canoes, kayaks, or rafts	☒	☐	☐	☐



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	Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)				
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	☐	☒	☐	☐
Travel	Off-site travel	☐	☒	☐	☐
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Noise Exposure	Working in moderate noisy environments	☐	☐	☒	☐
Workspace Layout	Open-plan or shared workspace	☐	☐	☒	☐
Screen-Based Work	Prolonged computer use	☐	☐	☒	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☒	☐	☐	☐
Shift or Extended Hours	Work outside standard hours (if applicable)	☐	☐	☒	☐
Outdoor work	Work in hot, cold, wet conditions	☒	☐	☐	☐
Working alone	Work alone or in isolation	☒	☐	☐	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☒	☐	☐	☐
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students, parents or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☐	☐	☒	☐
Workload Management	Managing competing priorities and deadlines	☐	☐	☒	☐
Change Adaptability	Responding to operational change	☐	☐	☒	☐
Decision-Making	Exercising judgment within delegated authority	☐	☐	☒	☐
Confidentiality	Handling sensitive or personal information	☐	☐	☒	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐
Resilience	Managing pressure, ambiguity and intensity	☐	☐	☒	☐

THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Knowledge / Skills:

- Demonstrated expertise in string and instrumental music education.
- Strong communication and relationship-building skills, with the ability to work collaboratively with students, parents and colleagues.
- Proven ability to coordinate and manage music programs and performances.
- Sound understanding of curriculum design, assessment and reporting practices.



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- Ability to plan and deliver engaging learning experiences for primary-aged students.
- Strong organisational and administrative skills.
- Capacity to foster student wellbeing and create positive learning environments.
- Understanding of the International Baccalaureate Primary Years Programme (PYP) and Reggio Emilia philosophy.
- Keyboard and accompanying skills are desirable.

Qualifications:

Essential

- Victorian Institute of Teaching (VIT) Membership [Essential]
- Tertiary degree in music or music education [Essential]
- Anaphylaxis Course (22578VIC - Course in First Aid Management of Anaphylaxis) [Essential]
- Asthma Course (22702VIC - Course in the Management of Asthma Risks and Emergencies) [Essential]
- First Aid Course (HLTAID011 Provide First Aid Course) [Essential]

Desirable

- Additional qualifications or professional learning in music education, ensemble direction.
- Knowledge of the International Baccalaureate Primary Years Programme (PYP).
- Familiarity with the Reggio Emilia educational philosophy.

Experience | *What you HAVE DONE*

- Experience teaching instrumental music, particularly strings.
- Highly accomplished ensemble leadership and performance experience.
- Experience assessing, monitoring and reporting on student progress.
- Demonstrated ability to collaborate effectively with colleagues and contribute to whole-school initiatives.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civil
- Connected

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)



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WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's [Light Blueprint](#), individual performance and development plan, employment contract or relevant agreement etc.
- At Geelong Grammar School employees are committed to actualising the [Light Blueprint](#).
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected. SP's will be reviewed and updated from time to time. SPs fulfil the role of a Position Description.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current Victorian Institute of Teaching (VIT) registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.
- 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.

Reviewed by:	Head of Junior School Corio	Date:	29 September 2026
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Approved by:	Employee Engagement	Date:	29 September 2026
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