SUCCESS PROFILE – Music Tutor

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Music Tutor | Bagpipes
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Cross Campus
REPORTS TO MANAGER:		Head of Co-curricular | Music
STAKEHOLDER / DOTTED LINE MANAGER:		Director of Student Engagement & Experience | Co-curricular
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Casual
	Hours	As required
	Working Weeks	Casual | Usually during term time
CLASSIFICATION:		Teaching Salary Scales | GGS Enterprise Agreement
SUCCESS PROFILE EFFECTIVE DATE:		3 November 2026

THE ROLE

General Description and Role Purpose

The Music Tutor|Bagpipes, provides engaging individual and small-group lessons, helping students develop technical skills, musicianship, and confidence in performance. The role includes delivering high-quality instruction, maintaining lesson records, monitoring student progress, and preparing students for concerts, ceremonies, and other school events.

The tutor may also support ensembles and co-curricular music programmes, contribute to student reporting, and perform their specialist instrument when required. This role suits a passionate and experienced bagpiper who is committed to inspiring students and enriching the School's music culture.

Key Responsibilities/Accountabilities

- Deliver engaging one-to-one bagpipe lessons and maintain lesson records through the School's learning management system.
- Conduct small-group tuition sessions and document student learning and progress.
- Lead and prepare ensembles or performance groups for concerts, ceremonies, and other School events.
- Support ensemble rehearsals and broader music programme activities as required.
- Monitor and assess student development, providing formal reports on progress and achievement.
- Perform on the bagpipes at School concerts, events, and special occasions when required.
- Attend and support music concerts, excursions, rehearsals, and other music-related activities as needed.
- Prepare students for Australian Music Examinations Board examinations and for Senior music subjects including VCE/VET and IB Music and performance programme.

- Contribute to the School's performance calendar, including and not limited to; Family Day, Battle of the Bands, Generations in Jazz, Winter Concert, Musicals, Athletics Day, Chapel and Church services, assemblies, Termly Soirées, eisteddfods, and national and international competitions representing the school.
- Committed to the rigors of the School's *Light Blueprint*.

Organisational Relationships – Internal

- Head of Co-Curricular | Music
- Head of Faculty | Visual and Performing Arts
- Employee Engagement team
- Campus Heads of Music
- Coordinators of Music
- Music Tutors
- Campus based Music Administrators
- Teaching and operational staff
- Students

Organisational Relationships – External

- Parents and guardians
- Australian Music Examination Board

Out of hours contact/ other inherent role requirements

- The incumbent will likely to be required to work public holidays which fall during Term time, when 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
- Travelling for events may be required of this role
- Travelling between campuses may be required for this role

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	☐	☐	☒	☐

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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 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:

- An experienced music educator and accomplished musician with a proven track record of delivering high-quality instrumental tuition
- Demonstrated experience delivering structured and engaging bagpipe lessons in individual and small-group settings

- Proven ability to lead, direct, or support ensembles and prepare students for performances and events
- Strong organisational skills, with the ability to maintain lesson records and develop effective practice plans for students
- Ability to assess student progress and prepare clear, professional written reports
- High-level proficiency and performance capability on the bagpipes
- Confidence using digital systems for scheduling, record keeping, reporting, and general administration
- Excellent communication and interpersonal skills, with the ability to build positive relationships with students, families, and colleagues
- Proven capacity to develop trust and empathy with students and staff and to guide their musical development
- The ability to work patiently with students of all levels of accomplishment and motivation
- A demonstrated interest in the development of young musicians
- Outstanding interpersonal and communication skills
- A passion for music education and a commitment to supporting students' musical growth and achievement.

Qualifications:

- Victorian Institute of Teaching (VIT) Membership [Essential]
- Tertiary degree in music or music education [Essential]
- Current driver license [Desirable]
- 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]
- CPR Course (HLTAID009 - Provide cardiopulmonary resuscitation [Essential]

Experience | *What you HAVE DONE*

- Demonstrated coordination experience in music and/or the performing arts
- Experience working within a school-based music or performing arts environment
- Familiarity with examination and accreditation bodies such as AMEB, ANZCA, and Trinity
- Experience supporting scholarship recipients and high-performance students
- Proven pedagogical and performance credentials
- Extensive ensemble experience

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)

WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's *Light Blue*print, individual performance and development plan, employment contract or relevant agreement etc.
- At Geelong Grammar School employees are committed to actualising the *Light Blue*print.
- 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 Music Co-Curricular	**Date:**	Click or tap to enter a date.
Approved by:	Director Employee Engagement	**Date:**	Click or tap to enter a date.