

POSITION STATEMENT

Position:	Specialist Teacher – Music
Appointment Type:	Permanent part-time
Reporting to:	Music Coordinator
Key Relationships:	Students, Music Coordinator, Class Teachers/Guardians, Primary and High School Faculty and Leaders, Instrumental Coordinator, Administration staff
Hours:	0.55 FTE over 3 days
Classification:	Teacher in accordance with the current Willunga Waldorf School Enterprise Agreement

POSITION SUMMARY

The **Specialist Music Teacher** will be responsible for implementing the music curriculum across classes 5 to 9 and supporting the senior school choir (classes 10-12), in consultation with and support of the Class Teachers/Guardians as required. This includes leading choir and ensemble practice.

This requires a good knowledge of the curriculum indications not only for their subject but also for the broader curriculum indications within the year levels taught. An overview of the Waldorf/Steiner curriculum is required, so one can see the complete picture and how music education is integrated into the whole.

The Music Teacher actively supports all school music events such as daily singing in the High School (Morning Circle), the Autumn, Winter and Spring Festivals, Autumn Fair, Instrumental Nights and End of Year Concerts.

KEY RESPONSIBILITIES AND CORE DUTIES

ACADEMIC

- Preparation and presentation of all music lessons and/or main lesson blocks for classes 5 to 9.
- Follow the process for developing a program in a specialist area:
 - Willunga Waldorf School follows the Australian Steiner Curriculum Framework (ASCF) and lesson plans are accountable to this framework. If there are no guidelines for the specialist subject to date, the Specialist Teacher seeks advice and guidance on what exists already in the School for their subject, and what is needed.
 - Drawing on this, the curriculum indications and their own experience and expertise in the subject, the Specialist Teacher prepares an outline of work for each year level they are teaching.
 - This outline is then shared with the Curriculum Coordinator or Faculty Leader. The Head of School is ultimately responsible for the curriculum and is the final arbiter in such matters.
- Create an inclusive, supportive, and creative environment for all students in their class, including children with extra educational needs. In certain situations, it will be necessary to work with an assistant in the classroom and liaise with outside professionals.
- Oversee timetable implications for your subject and negotiate changes where necessary.
- Mark assignments and other work, promptly and in reference to the assessment guidelines.
- Assess students' progress, individually and as a class.
- Write reports for June and end of year and be available for parent interviews relating to the reports twice a year.

- Prepare and present work for class parent groups, assemblies, or festivals, in consultation with other teachers, as required.
- Prepare and present specialist rooms and work for and on Open Day, as required.
- Be available for relief teaching as outlined in the current Enterprise Agreement.
- Keep adequate records, including programs of work, assessments, and reports.

PASTORAL

- Help healthy development of harmonious social relationships:
 - student to student
 - student to teacher/s
 - teacher to parents
- Organise and supervise relevant excursions or camps, as required.
- Support the organisation and attendance of class camps and excursions whenever practicable.
- Maintain an overall responsibility for the teaching spaces.
- Participate in the teacher evaluation process.
- If/when necessary, inform yourself of the individual needs of students with special needs by:
 - Attending relevant SSP meetings
 - Attending appropriate training
 - Arranging and attending regular parent interviews with support from the Learning Support Teacher
 - Liaise with other professionals

ADMINISTRATION

- Keep accurate records of student attendance and submit them via SEQTA in a timely manner (high school classes only).
- Attend school for the appropriate time equivalent according to the Contract of Employment.
- Attend and participate in weekly High School Faculty meetings according to the current Enterprise Agreement.
- Participate in class study or child study meetings where requested.
- Read and respond as necessary to the weekly Staff Memo.
- Be familiar with and uphold School policies and procedures.
- Contribute to the development of School policies, procedures and curriculum frameworks.
- Participate in the School's evaluation process and be available for follow up work if necessary.
- Adhere to the minimum expectations in the uptake and use of the SEQTA Suite.
- Supervise and develop a collaborative relationship with classroom assistants where relevant.
- Contribute to the planning and organisation of the January and July Conferences, as required.
- Respond to requests by Administration Staff for mandatory documentation in a timely and complete manner.
- Adhere to all WHS policies and procedures, including Incident/Injury, Hazard and Near Miss Reporting.

PROFESSIONAL DEVELOPMENT

It is expected that all teachers have an ongoing Professional Learning Plan of their own, which addresses the needs of the Australian Professional Standards for Teachers.

In addition, a Specialist Teacher at Willunga Waldorf School is expected to:

- Actively participate in the School's mentoring, self-appraisal and review processes.
- Attend the full week conference before school resumes in January, the July conference, and other school-based courses and events as required.
- Attend other conferences, courses and/or workshops relevant to their area(s) of teaching practice, as agreed with High School Faculty Leader and Head of School.

ACCOUNTABILITY

- Comply with all lawful policies and procedures, educational/philosophical expectations and guidelines of the School, available via the School's IT network. This includes but is not limited to yearly curriculum overviews, lesson plans, roll keeping, student records and reports, teacher appraisals and reviews.
- Comply with lawful requirements by all relevant external regulatory authorities (e.g. SA Teachers Registration Board, Educational Standards Board, child protection legislation and guidelines).
- Specialist Teachers report to their respective faculty leaders on a day to day basis.

OTHER

- Actively support events including but not limited to: Daily singing in the High School (Morning Circle), the Spring and Winter Festivals, Autumn Fair, Christmas Market, Instrumental Nights and End of Year Concert.

ESSENTIAL SKILLS AND EXPERIENCE

- Knowledge and understanding of human development and the underlying philosophy of Rudolf Steiner as it relates to the Waldorf curriculum
- Sound knowledge of the Australian Steiner Curriculum Framework (ASFC) and the Australian Professional Standards for Teacher (APST)
- Demonstrated commitment to the pursuit of excellence in teaching children and young people
- Demonstrated ability to develop, document and differentiate curriculum
- Classroom experience teaching music in upper primary, middle and high school years
- Outstanding rapport with children and adolescents
- Experience working with neurodiverse students
- Confidence to lead with singing as the main teaching tool
- Leading choirs, both a cappella and accompanied
- Skills in singing, piano, percussion and/or string playing
- Good vocal ability
- Ability to imaginatively link music theory concepts with classroom activities
- Qualifications and commitment to personal and professional development in Steiner Education and Anthroposophy
- Enthusiasm for teaching in a progressive Waldorf school
- Collegiality and ability to work flexibly within a team
- Excellent classroom management skills
- A capacity to reflect on, evaluate and improve professional knowledge and practice
- Demonstrated commitment and capacity to actively contribute to a broad range of school activities
- Awareness of contemporary educational issues
- Sound understanding of the Duty of Care and confidentiality requirements in a school environment
- Sound computer literacy and knowledge of MS Office Suite and willingness to engage with school specific software programs
- Experience with music event management (desired)

PERSONAL SKILLS / ATTRIBUTES

- Genuine interest and warmth for facilitating each student's individual learning journey in a Waldorf classroom setting
- Excellent interpersonal skills with young people
- Positive attitude and outlook
- Finding ways of meeting an individual's needs that work
- Ability to set boundaries with empathy and respect for students, colleagues and the parent community
- Excellent communication, organisational and time-management skills

- Ability to set boundaries with empathy and respect for students, colleagues and the parent community

ESSENTIAL QUALIFICATIONS/CERTIFICATES

- Bachelor or Master of Education or Teaching (Primary or Secondary School)
- Relevant qualifications or professional experience in music
- Current registration with the Teachers Registration Board of SA
- Current SA Working with Children Check
- Current RRHAN-EC training certificate
- Current Provide First Aid in an Education and Care setting certificate

OTHER

- Follow School Policies and Procedures
- Uphold the School's vision, mission and ethos