Job Role Description |
Head of Brass, Woodwind and Bands

Trinity Grammar School, Kew, is a medium sized Anglican School for boys. Shared learning with girls takes place at pre-school level (Early Learning Centre) and at VCE level through the Co-ordinate Program with Ruyton Girls' School. Trinity offers high quality educational programs across a wide spectrum of academic ability. There is an emphasis on personal excellence and on continuous improvement. High quality co-curricular sport, performing arts and personal development programs seek to develop the abilities and interests of all students. All teaching staff and boys at Trinity are involved in the co-curricular programs.

The underlying ethos of Trinity seeks to develop sound Christian values, which will equip students with the appropriate wisdom, attitudes, skills and knowledge to lead a fulfilling and productive life in which service to others is a key aspect.

Members of staff at Trinity are expected to support and extend the school's ethos and culture, foster in their students the enjoyment of learning and challenge, provide opportunities for students to participate in the wider life of the school, while aiming for and forming a broad world outlook. Staff should also be prepared to continue professional development and/or further education throughout their career.

As part of its commitment to equip students to manage change in the twenty-first century, Trinity has invested in cutting-edge technology and is a notebook school with every boy from Year 5 upwards having his own laptop.

All staff are required to have an appreciation of, and to comply with, health and safety, privacy, equity and equal opportunity principles and legislation.

Reports to: Director of Music

Position: Full-time

Role and responsibilities of the Head of Brass, Woodwind and Bands include:

- Teach individual Brass or Wind students as required (Junior and Senior School)
- Direct Ensembles and Bands as required
- Take responsibility for all Brass, Wind and Band curriculum and repertoire
- Set agenda, run, and minute four (4) Brass, Wind and Band staff meetings per year (1 per term)
- Communicate with Brass and Wind students/staff/parents
- Take responsibility for Brass and Wind instrumental inventory and repairs
- Proof read Brass and Wind reports at scheduled times throughout the year
- Assist in the planning and implementation of the Junior School Year 4 and 5 Instrumental Program (as directed by the Coordinator of Junior School Music)
- Actively promote Brass and Wind to the Junior School
- Monitor AMEB organisation (entries, time frame, repertoire, rehearsals with accompanist, aural tests, sight reading, general knowledge and collation of results)
- Involve Trinity Brass and Wind students in the School and wider community – external concerts, eisteddfods, workshops
- Invite professional performers to the School and organise performances and workshops involving Trinity and local schools
- Liaise and communicate with the Director of Music, Coordinator of Junior School Music, Music Secretary and Music colleagues, as well as members of the wider school community
- Attend Junior School and Senior School Music Camps
- Assist the Director of Music for School Musicals (Junior and Senior School) as required
- Attend annual Generations in Jazz Festival in Mt Gambier
- Assist when required at evening and weekend recitals/concerts
- All Music Staff are expected to maintain an appropriate level of competence on their instrument, and to be available to play for 'Headmaster approved' School related events, rehearsals, concerts and productions as required.

Duties may be varied by the School from time to time in accordance with the School's operational requirements.

There is a general expectation that every member of the teaching staff will act in accordance with the Victorian Institute of Teaching Standards of Professional Practice for Full Registration and the Performance Criteria reflect this expectation.

At Trinity Grammar School Kew, responsibility for the protection of children is shared because children are safeguarded only when all individuals accept responsibility and work together and play their part in keeping children and young people safe from harm and abuse.

All classroom teachers and form teachers are in a position to observe the students day-to-day moods and behaviours and to pick up causes for concern at an early stage. Observations of the form teachers and classroom teachers underpin the Trinity referral method for the systemic detection of, and support for, children at risk. All teachers are required to:

- Attend and take part in child protection training including the completion of online modules on the detection and reporting of child abuse.
- Support and adhere to the School's Child Protection Policy, Staff Code of Conduct and child abuse reporting policies and procedures
- Report cases of suspected child abuse in accordance with TGS policy and legal obligation.
- A teacher who has concerns about a child should:
    - Discreetly and confidentially document their concerns about the child at an early stage and continue to monitor their concerns
    - Discuss their concerns with Head of Counselling and/or Head of Year/Head of Junior School/another colleague who can assist.
    - Refer the child to the next Referral Meeting if concern warrants referral
    - If the teacher forms a belief that the child is at risk of physical or sexual abuse inform the Headmaster and report their belief to DHS Child Protection and/or the police. (The teacher need not make a report if a report has already been made or is about to be made by another person, but the teacher needs to check that a report has been made.)

Teaching, Learning, Assessment and Reporting

- Develop a stimulating, inclusive learning environment by using a variety of styles and approaches to cater for individual learning needs and learning styles.
- Actively employ contemporary Information and Communications Technologies that enhance learning.
- Use a variety of relevant and appropriate assessment and evaluation techniques to regularly assess student progress.
- Employ a variety of teaching strategies to effectively implement the curriculum and actively engage students in the learning process.
- Participate in the preparation and maintenance of teaching resources and learning materials.
- Provide regular, timely and positive feedback to each student on their progress.
- Provide formal, interim and semester reports to parents and students that conform to the Trinity Reporting Style Guide.

- Participate in Professional Learning so as to increase professional knowledge, strengthen teaching effectiveness and improve outcomes for students.
- Maintain current understanding regarding changes and developments in curriculum as it applies to teaching areas.
- Actively participate in faculty, sectional or Year Level committees while developing and maintaining effective professional partnerships with colleagues.

Qualifications required for this role:

- Appropriate musical and educational qualifications.
- Current VIT registration.

STANDARDS

STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

Teachers in Victoria are committed to the learning and wellbeing of the students they teach and make a significant contribution to the communities in which they work. They respect the individuality, capacity and backgrounds of their students and maintain high expectations for student learning.

Teachers are committed to the continuous development of their professional knowledge and practice. They work collaboratively, using research and evidence derived from theory and practice, to improve education and build effective communities of learners.

Teachers share an essential and privileged responsibility with parents and communities to care for all young people, and to discover and develop their potential to learn independently and critically throughout their lives. Victorian teachers make a difference.

PROFESSIONAL KNOWLEDGE

1 Teachers know how students learn and how to teach them effectively.

2 Teachers know the content they teach.

3 Teachers know their students.

PROFESSIONAL PRACTICE

4 Teachers plan and assess for effective learning.

5 Teachers create and maintain safe and challenging learning environments.

6 Teachers use a range of teaching strategies and resources to engage students in effective learning.

PROFESSIONAL ENGAGEMENT

7 Teachers reflect on, evaluate and improve their professional knowledge and practice.

8 Teachers are active members of their profession.

CHARACTERISTICS OF EFFECTIVE TEACHING

- Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice;
- Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process;
- Teachers know how to engage students in active learning;
- Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.

- Teachers have a sound, critical understanding of the content, processes and skills they teach;
- Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied;
- Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach;
- Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

- Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning;
- Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably;
- Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others;
- Teachers know the importance of working with and communicating regularly with students' families to support their learning.

- Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students;
- Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students;
- Teachers monitor student engagement in learning and maintain records of their learning progress;
- Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

- Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus;
- Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning;
- Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;
- Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

- Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning;
- Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities;
- Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources;
- Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

- Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching;
- Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice;
- Teachers identify their own professional learning needs and plan for and engage in professional development activities;
- Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

- Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers;
- Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students;
- Teachers promote learning, the value of education and the profession of teaching in the wider community;
- Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession.