

POSITION DESCRIPTION

This Position Description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The Position Description is subject to review and modification by the Principal, in response to the strategic direction of the School, and the development of the skills and knowledge of the position.

JOB TITLE	Primary Music Specialist Prep – Year 6 Music Teacher
HOURS OF WORK	Part Time (0.8 FTE)
SCHOOL	Melbourne Girls Grammar Senior School (Merton Hall Campus) 86 Anderson Street, South Yarra, 3141 Junior School (Morris Hall Campus) 100 Caroline Street, South Yarra, 3141 MGGS Early Learning Centre 63 Clowes Street, South Yarra, 3141 This role requires regular travel between campuses.
FACULTY/DEPT	Music
REMUNERATION CLASSIFICATION	Melbourne Girls Grammar School Enterprise Agreement 2026
REPORTS TO	Executive Director, Junior Years and Early Learning, Director of Music, Executive Director Middle Years and ultimately the Principal.
SUPERVISES	Sessional Teachers of Music - Supported by the Director of Music and the Music Administrator.
POSITION OBJECTIVE	Music is a vital and highly regarded aspect of the education of MGGS students. This position has special responsibility for innovation and continuous improvement of the MGGS Primary Music Program. The Program prepares students for classroom and co-curricular pathways in the Middle and Senior Years and specifically for the Music Program. The Primary Music Specialist will liaise and collaborate with the Director of Music (Merton Hall Campus) and the ELC Music Teacher. The essential responsibility of the role is the development and implementation of an exemplary and developmentally appropriate classroom program. In addition, the Music Teacher will: • Work with the Director of Music and Executive Director of Junior Years and Early Learning to supervise visiting specialist Music staff and allocate suitable staff to the various co-curricular activities • Conduct co-curricular ensembles as requirement. • With support of the Executive Director of Junior Years and



	Early Learning prepare, manage, and evaluate annual Prep to Year 6 budgets. • Support the Year 2/3 String Program. • Co-ordinate Morris Hall Performs, and Morris Hall Carols. • Prepare and run the P-4 Music Week activities. The range of music groups within Years Prep to 4 includes: • Prep to Year 2 Choir; • Year 3-4 Choir; • Co-curricular ensembles (such as African drumming,) • Percussion Groups • Voiceworks • Any other groups that serve the broader education outcomes of MGGS students.
KEY ACCOUNTABILITIES	KEY TASKS
Classroom Responsibilities	• Development of courses and activities that satisfy the School's strategic vision and that respond to appropriate elements the Australian Curriculum. (General capabilities and cross disciplinary themes). • Teach classroom music to Prep – Year 6 as directed by the Executive Director, Junior Years. • Ensure Music reports are written for each student undertaking classroom and co-curricular Music. • Supervise reports of the instrumental staff and the Year 2/3 String Program.
Instrumental Program	• Allocates students to staff and is responsible for their program administration, in collaboration with the Music Administrator and Director of Music and Executive Director, Junior Years and Early Learning. • Overall administration of instruments. • Development and co-ordination of introductory Year 2 and 3 instrumental programs.
Concerts/ Performances	Examples are: • Easter Service; • Annual Concert (Morris Hall Performs); • Choral Festivals; • Music Soirees; • Carol Service; • Assemblies/chapels.
PROFESSIONAL ENGAGEMENT	Engage in professional learning • Analyse the National Professional Standards for Teachers to plan personal professional development goals.



	- Plan for professional learning by accessing and critiquing relevant research and engage in highquality targeted opportunities to improve practice. - Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. Engage professionally with colleagues, parents/carers and the community - Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. - Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing. - Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
VIT STATEMENT Professional Practice	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.
Professional Development	To attend Professional Development workshops and seminars that will assist in successfully meeting the objectives of this role.
POLICY	- Ensure all School policies are adhered to without exception, particularly regarding Child Safety and Occupational Health and Safety. - Notify and report all incidents as soon as possible to the Director of Music. - Adherence to the MGGS Child Safety Code of Conduct. - Adherence to the VIT Professional Standards for Teachers.
STAFF	Attend all staff meetings, when required.
OTHER	- Ensure all School policies are adhered and comply with the MGGS Staff Code of Conduct. - Any other duties as requested by the Executive Director, Junior Years and Early Learning, Director of Music or the Principal.



KNOWLEDGE AND SKILLS	This position calls for an experienced, committed, and enthusiastic music teacher. • Excellent communication and team working skills are required to lead the music curriculum with vision and direction. • Demonstrated experience leading whole school events and performances. • Outstanding communication and organisational skills. • Aspirational vision for Prep – Year 6 Music. • Excellent interpersonal skills including a demonstrated ability to consult and interact with students, parents, and staff. • Ability to use student data in support of evidence-based approach to innovation and quality. • Knowledge of best practice for the wellbeing of young people. • Knowledge of current issues and challenges facing young people. • Demonstrable support of the Christian tradition in an Anglican schooling context. • Highly competent in the use and application of digital technologies. • All teaching staff at MGGS are expected to integrate technology into their learning programs for the enhancement of student outcomes. Staff are expected to be able to use Microsoft Office, Synergetic (School database) and eVI (Learning Management System). • A sound understanding of relevant subject areas. • High level literacy and numeracy skills. • Strong attention to detail. • Excellent organisational, planning and time-management skills.
MGGS TEACHER ATTRIBUTES	Melbourne Girls Grammar offers an innovative and highly engaged environment for teachers and students. MGGS Teachers demonstrate the following understandings and attributes: • Curriculum designer - able to design curriculum that furthers MGGS Teaching for Learning Framework priorities. • Student centered pedagogy, high expectations of learners, uses developmental understandings of learners and considers students as active agents in design and delivery of lessons. • A teacher of contemporary students - understands their profession as "teacher of girls" first. • Flexible and adaptable, within the context of changing educational paradigm. • Collaborative - seeks to develop and extend their expertise through team-based activities, open to sharing and understands



	the collegial responsibility to contribute to the development of their colleagues. • Takes initiative beyond current state - "sees" and initiates curriculum and/or wellbeing initiatives. • Technology savvy - demonstrates curious investigation and trials new applications. • Professional buoyancy - resilient in context of change, manages their workflow and maintains their personal health.
QUALIFICATIONS AND EXPERIENCE	• Undergraduate degree majoring in the proposed teaching method area; • Victorian Institute of Teaching (VIT) recognised teacher education qualification; • Current Victorian Institute of Teaching (VIT) registration • Previous classroom experience teaching a Kodaly singing based program and the Orff approach.
OTHER REQUIREMENTS	• High level of trust, integrity, and work ethic. • Proactive, resilient, and able to work productively. • Positive, professional, and diplomatic approach to work.
Child Safety Requirements/Obligations	• Previous experience working with children in a teaching capacity. • Demonstrated ability to follow child safety protocols when supervising children and young people in relation to child safety. • Must be able to demonstrate an understanding of appropriate behaviours when engaging with children. • Abide by all MGGS Child Safety Policies and Codes of Conduct and demonstrate active commitment to the MGGS Statement of Commitment to Child Safety. • Supervise and manage staff appropriately including regular reviews to check whether staff are following Codes of Conduct and other child safe policies. • Demonstrated commitment to promote Aboriginal cultural safety and awareness and the safety of Aboriginal children and/or communities. • Demonstrated ability to promote the safety, wellbeing and inclusion of all children including those with a disability or those from culturally and/or linguistically diverse backgrounds.
CHILD SAFETY	All staff at Melbourne Girls Grammar are expected to take an active role and are well informed of their obligations in relation to Child Safety. The Melbourne Girls Grammar Child Safety Statement is incorporated in the MGGS staff employment cycle from recruitment and reference checking to induction, 3 and 6 month review processes and regular staff training and professional development. Employment with Melbourne Girls Grammar is subject to



adherence to school policies including the [Child Safety Policy](#), [Child Safety Code of Conduct](#) and Child Safety Statement as listed below.

MGGS Statement of Commitment to Child Safety

- As MGGS staff, volunteers, contractors, and any other members of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children.
- We are committed to the safety, participation and empowerment and protecting of all children / students in our care and adhering to our [Child Safety Policy](#).
- We are committed to providing a child-safe and child-friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.
- We have zero tolerance of child abuse and are committed to the protection of children from all forms of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Our policies and procedures will provide the name and contact details of staff who have specific responsibilities in relation to child safety and who may receive reports of suspicion of child abuse. Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- We have robust human resources and recruitment practices for all staff and volunteers.
- We are committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers.
- We are committed to the emotional, physical and cultural safety of all children and to providing a safe environment for their learning.
- We are committed to promoting the cultural safety and participation of Indigenous children, young people and their families.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

To learn more about the history, vision, mission, and values of Melbourne Girls Grammar, please visit <https://www.mggs.vic.edu.au/>