



APPOINTMENT OF

TEACHER OF MUSIC

HEAD OF VOCAL & INSTRUMENTAL TUITION

HEAD OF WIND & BRASS

(PERMANENT PART-TIME POSITION)



2021

## PURPOSE & CONCERNS

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The Friends' School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of 'that of God' in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.



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THE POSITION

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*We are seeking applications from suitably qualified, experienced, passionate and energetic Music teachers for a position incorporating the following responsibilities, in addition to a small high school teaching load and tutor role, and involvement in co-curricular ensembles:*

***Head of Vocal and Instrumental Tuition (20% full-time equivalent)***

*To oversee the School's one-on-one Vocal and Instrumental Tuition program*

***Head of Woodwind and Brass (minimum of 30% full-time equivalent)***

*To oversee the School's Woodwind and Brass program, including a number of the School's concert bands.*

*The successful applicant will start Term 1 2021. The actual load is yet to be finalised but it is anticipated that it will be approximately 65% full-time equivalent. Candidates who can fulfill all components of the role will be considered in the first instance.*

PRIMARY DUTIES AND EXPECTATIONS OF ALL  
TEACHERS

- Teaching practices which align with The Friends' School's Learning Principles, Learning Partnership Understanding and Purpose and Concerns, as well as the Quaker ethos
- Knowledge, acceptance and implementation of School Policies and Guidelines
- Demonstrate ethical standards of behaviour in dealing with colleagues, students, families and all School matters
- Knowledge and implementation of relevant curriculum and engaging pedagogy that is current and comprehensive
- Knowledge of the theory, practice of and the implementation of authentic student assessment which also adheres to the School's requirements in reporting student progress to students and their parents
- Willingness to teach across a range of disciplines (Years 7-12) if qualified to do so
- Commitment to the School's professional learning program and alignment with the School's Improvement Plan and strategic goals
- Ability to work positively and collaboratively as part of a team, including involvement in moderation, and provide support for colleagues
- Ability to communicate effectively and maintain respectful relationships with students, staff, parents and groups from the wider community
- Adherence to the School's expectations in regard to pastoral care and support for students, by demonstrating the required skills and disposition

- Commitment to expectations in regard to co-curricular activities, meetings, supervisory duties, Assemblies, Gatherings and routine administrative duties
- Willingness to participate in School decision-making and administrative processes in a way that is constructive and supportive of other staff
- Complete all required professional learning and meet administrative/reporting deadlines
- Behave and work in alignment with most up-to-date version of the *Expectations of Teachers at The Friends' School*.

#### SPECIFIC DUTIES AND EXPECTATIONS OF TEACHERS OF MUSIC

- Teach Music to students across the School, in particular from Years 7 to 12.
- Be a teacher who inspires and engages students in learning of Music.
- Actively participate in developing programs for Music across the School that are in keeping with the Australian Curriculum and the syllabus guidelines at The Friends' School.
- Work in a team of dedicated Music teachers and participate in a collaborative working environment.
- Participate in the pastoral care system, normally by being a tutor for a group of students.

#### SPECIFIC DUTIES AND EXPECTATIONS AS HEAD OF VOCAL AND INSTRUMENTAL TUITION

- Coordinating the delivery of one-to-one and small group tuition (vocal, instrumental and theory), including:
  - overseeing scheduling of lessons
  - confirming and collating lesson attendance and data each week to send to Accounts
  - allocating rooms
- Managing the engagement and performance of tutors and their students
- Demonstrating and supporting the use of effective studio pedagogy
- Managing the instrumental hire scheme
- Overseeing the maintenance of peripatetic teaching spaces
- Supporting classroom-based activities
- Being a member of auditioning and examining panels (e.g. for scholarships, senior secondary examinations)
- Liaising with parents

- Liaising with relevant professional organisations (e.g. AMEB, Trinity College)
- Informing tutors about upcoming concerts, school performances and ensemble repertoire involving their students
- Ensuring Tutors are kept abreast of all possible School interruptions which may affect their teaching program

#### SPECIFIC DUTIES AND EXPECTATIONS AS HEAD OF WOODWIND AND BRASS

- Leading and overseeing the musical development of the Woodwind and Brass Program K-12 including:
  - ensuring musical continuity between the various bands and ensembles
  - selecting and sequencing ensemble repertoire
  - scheduling and organising concerts, trips, workshops and tutorials
  - initiating and managing specific woodwind and brass programs and events
- Leading and overseeing the delivery of the Woodwind and Brass Program K-12, including:
  - establishing Year 5 band on an annual basis
  - supporting the use of effective ensemble pedagogy
  - supporting classroom-based activities
  - managing and supporting appropriate staff and tutors within the band program
- Promoting woodwind and brass instruments and playing
- Liaising with relevant professional organisations
- Assisting with the preparation of the annual co-curricular budget

#### KEY RELATIONSHIPS

- Head of Faculty
- Head of School
- Head of Music
- Music Administrative Assistant
- Classroom Music Staff
- Vocal and Instrumental Tutors
- Directors of woodwind and brass ensembles
- Colleagues
- Students and parents

#### DELEGATIONS

- Engagement of tutors for the Vocal and Instrumental Tuition Program
- Approve timesheets for Vocal and Instrumental Tutors

SELECTION CRITERIA

The successful applicant will:

1. show strong support for the Purpose & Concerns, Learning Principles and Learning Partnership Understanding.
2. have a thorough knowledge of Australian Music curricula and methodology and have highly developed musical and pedagogical skills, and demonstrate a passion for music and music education.
3. have appropriate tertiary qualifications related to the role.
4. demonstrate evidence of successful studio teaching practices.
5. have a thorough knowledge of pedagogy and repertoire with respect to woodwind and brass teaching and ensemble direction.
6. have excellent interpersonal skills and a proven ability to support and communicate well with staff, students, parents and volunteers.
7. have the ability required to develop and deliver effective teaching and learning programs which are accessible to and engage all students.
8. have the skills required to use relevant ICT and learning management systems as an integral part of teaching practice.
9. be willing to actively support additional commitments that promote Music in the School. This will include an after hours component to support concerts, workshops and occasional music trips.
10. committed to ongoing professional learning through engaging in external opportunities and collaborating effectively with colleagues.
11. have the skills and disposition required to take responsibility for the effective pastoral care of students, in classes, tutor groups and on excursions.
12. participate in the co-curricular program of the School.
13. have the ability to work safely in a school environment and be fit to carry out the duties of the position.
14. be a fully qualified teacher, registered to teach or eligible to be registered to teach, within the State of Tasmania.

CONDITIONS OF EMPLOYMENT

- A salary will be paid according to qualifications and experience at rates stated in *The Friends' School (Teachers) Enterprise Agreement 2018*.
- General conditions of employment will be in accord with *The Friends' School (Teachers) Enterprise Agreement 2018* and *The Friends' School Staff Code of Conduct*.
- Provision is made for Long Service Leave in accordance with the *Long Service Leave Act 1976*, with the exception that employees are entitled to Long Service Leave after 10 years of service.
- In accordance with Australian Government legislation, employees are entitled to elect the complying superannuation fund into which their 9.5% employer superannuation contributions will be paid. However the School offers staff appointed to permanent positions an employee superannuation plan that provides a range of employer funded benefits to participating employees, including 10.5% employer contributions.
- Employees of The Friends' School will respect and comply with the Staff Code of Conduct.
- It is anticipated that staff will maintain the necessary level of fitness appropriate to fulfil the inherent duties of the position.
- In accordance with the *Work Health and Safety Act 2012 (Tasmania)*, as an employee of The Friends' School you must:
  - Take reasonable care for your own health and safety.
  - Take reasonable care that your acts or omissions do not adversely affect the health and safety of others.
  - Comply, so far as you are reasonably able, with any reasonable instruction that is given by the School.
  - Cooperate with any reasonable policy or procedure relating to health or safety at the School that has been notified to staff.
- Fee concessions are available to assist staff in having their children educated at the School.
- Corporate Health Insurance Plan through BUPA and St Lukes.
- No cost use of gym and pool at Friends Health & Fitness.

A P P L I C A T I O N S

Applications addressing the selection criteria, and including the Staff Application Form, introductory letter and a CV, should be received by 9.00am on Thursday 29 October 2020.

Applications should be addressed to:

Nelson File  
Principal  
The Friends' School  
PO Box 42  
North Hobart 7002

or emailed to: [principal@friends.tas.edu.au](mailto:principal@friends.tas.edu.au)

Telephone: (03) 6210 2202  
Fax: (03) 6234 8209



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INFORMATION ABOUT THE FRIENDS' SCHOOL

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SCHOOL LOCATIONS

The School covers six sites: 23 Commercial Road, 395 Argyle Street, Bell Street/Queens Walk (New Town), Lallaby Road (New Town Bay) and a property at Spring Beach near Orford.

The High School is on the Commercial Road campus which also houses the main Administration office for the whole School.

The High School caters for 560 students in Years 7 to 10 and occupies most of this site, although some Year 11 & 12 classes such as some Technology subjects, Art and Music are conducted here as well. The High School has four Co-Heads (Joe Cairns, Louise Giudici, Paul Goodluck and Kim Rowlands), who are also Heads of House (Mather, Ransome, Hodgkin, and Unwin respectively).

Friends Health & Fitness is located next to the High School. The Centre is open to the public and offers state of the art fitness facilities including a 25m pool, spa, steam room, group fitness and small group training, cardio equipment, pin-loaded and free weights, and two tennis courts.

The Argyle Street Campus is linked to the Commercial Road site by a short walk (five minutes) along Carr and Wilson Streets and across the overpass. Located on this campus is Friends' Early Learning, Morris from Kindergarten to Year 6 and also Clemes for Years 11 and 12. These operate separately but share the canteen facility and have a common staffroom.

*Friends' Early Learning*

A review of our early learning centre, Friends' Early Years, was undertaken during 2019. From the beginning of 2020 Friends' Early Learning has been integrated into the operations of the primary section of the School, Morris – Friends' Primary Years.

Friends' Early Learning is on the Argyle Street campus and operates from 7.30 a.m. to 6.00 p.m. on weekdays. The centre provides long day care for children aged 12 weeks to four years of age, the Early Years program for pre-kinder aged children, before and after school care and vacation programs.

Under its licence conditions, Friends' Early Learning can accommodate up to 80 children in long day care and 55 in the outside school hours program, with carefully designed outdoor and indoor-outdoor spaces adding to the quality of the experience for children.

*Morris - Friends' Primary Years*

Morris - Friends' Primary Years currently comprises 'Wells' for Prep to Year 2 students and 'Walpole' for Year 3 to Year 6 students. Kindergarten classes are located in separate classrooms on the same campus.

Mark Febey is the Head of Morris. Fiona Zinn is the Deputy Head, Early Learning to Year 1 and Wendy Crow is the Deputy Head, Years 2 to 6. Debbie Taylor is the EL-6 Co-ordinator.

Morris has approximately 420 students enrolled from Kindergarten to Year 6; two classes per year group from Kindergarten to Year 4 and three at Years 5 and 6.

*Clemes (Years 11 & 12)*

Years 11 and 12 occupy the Clemes, Meredith and Palfreyman buildings. There are approximately 300 students enrolled in Clemes. Adam Chambers is the Head of Clemes, Lyn Tunbridge is Deputy and Amy Harris is Acting Dean of Students in 2020.

On the Argyle Street site you will also find the Hobart Meeting House of the Religious Society of Friends (Quakers) and an 800 seat assembly hall, The Farrall Centre.

*Walker House*

Residential accommodation is provided for up to 46 international and local students at Walker House, situated in Lewis Street, North Hobart adjoining the Argyle Street campus. Mathew Dixon is Director of Residence.

*Sports Facilities*

Extensive sports grounds for the whole School are situated about two kilometres north of the School between Bell Street and Queens Walk, New Town.

The Friends' School Boat Shed is situated in Lallaby Road on New Town Bay.

The School also owns approximately 19 hectares of bushland at Orford.

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SCHOOL ORGANISATION

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The School is sub-divided into Morris - Friends' Primary Years (Early Learning to Year 6), High School (7-10) and Clemes (11-12). These three sections of the School are served by administration and maintenance staff under the general supervision of the Director of Business Affairs.

The main School office is open between 8.30 a.m. and 4.30 p.m. throughout the year except during the Christmas/New Year period and public holidays.

***Principal's Office***

The Principal is assisted by Louise Bridge as full-time Personal Assistant.

***Deputy Principal***

Shaun O'Rourke is Deputy Principal and assists the Principal with staff matters and day-to-day administration of the School.

***Director of Business Affairs***

Shaun Sargent is the Director of Business Affairs. He oversees the financial, facilities and administrative aspects of the School. This includes taking responsibility for the School's various commercial operations. He also oversees the risk, compliance and governance functions of the School and acts as Secretary to the Board of Governors.

***Director of Teaching & Learning***

The Director of Teaching & Learning, Steve Barratt, along with the Senior Curriculum Group, is responsible for the delivery and planning of curriculum and timetabling throughout the entire School.

***Director of Community Engagement***

The Director of Community Engagement, Bill Avery, is responsible for leading and managing the School's communication, brand management and community engagement practices and activities.

***Enrolments Office***

Jennifer Scharkie is the Enrolments Manager and manages all matters to do with enrolments including waiting lists, fees assistance, scholarship and bursary administration and overseas/exchange students.

***Libraries***

There are three libraries in the School, one in Morris, one in the High School and one in Clemes. A teacher-librarian supervises each library and Stacey Pryer is the Head of Libraries.

The School also has an archival and historical collection housed in Hobartville. The Archivist, Melinda Clarke, is in charge of the collection and is always willing to assist with providing materials for historical projects or teaching about Friends'.

***Faculties Years 7-12***

All High School and Clemes teaching staff are members of one of eight Faculties – The Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technology. The Heads of Faculty are responsible for the development and delivery of the program in their learning area.

The *Heads of Faculty* are:

The Arts	Tammy Giblin
English	Karina Churchill (Acting 2020)
Health	Trish Menadue
Languages	Christine Wittlinger
Learning Support	Beverley Carr
Mathematics	Jason McDonald
Science	Kate Baldry
Humanities	Mark Allen
Technology	Jane Smith

*Year Group Coordinators*

Year 7	Nicola Collins
Year 8	Pamela Stelzer & Karina Potter
Year 9	Esther Hoggart
Year 10	Casey-Rae McCrickard
Years 11/12	Annabelle Wood

*Specific Programs*

Director of ICT	Richard Lawler (Acting 2020)
Head of Music	Paul Radford
Head of Drama	Tammy Giblin

*Our web site [www.friends.tas.edu.au](http://www.friends.tas.edu.au) has more information about The Friends' School that you may wish to refer to.*

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SCHOOL CURRICULUM

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MORRIS - FRIENDS' PRIMARY YEARS  
(KINDERGARTEN TO YEAR 6)

At Morris our aim is for the students to learn within the context of the School's Purpose and Concerns, where the intrinsic worth of the individual, peace, justice and community are sought and where we all strive to be life-long learners embodying responsibility and integrity.

The International Baccalaureate Primary Years Program (IBPYP) is the curriculum framework implemented for all children from Kindergarten to Year 6. This educational framework aims to develop children's intercultural understanding and promote global citizenship through an inquiry pedagogy. The IBPYP is carefully structured to develop the academic, physical, cultural, spiritual, social and emotional needs of children at each year level. Classroom programs are developed to allow for the individual growth of every child. Learning outcomes and General Capabilities of the Australian Curriculum are encompassed within the program.

Constructive play and exploration in Kindergarten provide a solid foundation for children moving through the Primary School. English, Mathematics and the development of independent learning skills are a key focus within a concept-driven Program of Inquiry. As students progress through Morris, they are exposed to aspects of the broader program including co-curricular and enrichment programs. Each child's development is documented and tracked in consultation with parents.

Morris offers a rich and varied co-curricular program in support of the School's Purpose and Concerns and formal curriculum. It allows for the development of new skills and provides opportunities for the development of individual interests to enhance PYP attitudes and to enable action to be taken by the children. It provides for the development of a balanced child and supports the wellbeing of all community members. Opportunities are also provided for involvement in sporting, music, service, enrichment and extension activities.

## HIGH SCHOOL (YEARS 7 TO 10)

Subjects in the curriculum have been organised into the eight learning areas of the Australian Curriculum. English, Health and Physical Education, Humanities, Mathematics and Science are core areas. In addition, there are some 20 subjects students may take at some stage in Years 7-10. These include:

<i>Arts:</i>	Art, Ceramics, Music, Drama, Dance
<i>Health:</i>	Sport Science, Outdoor Education
<i>Languages:</i>	Chinese, French, German, Japanese
<i>Humanities:</i>	Economics, Business and Law, Geography, History, Philosophy, Religious Studies, Social Psychology.
<i>Technology:</i>	Computer Graphics and Design, Design and Technology, Food & Textiles, Information Communication Technology, Programming & Control Technology, Multimedia, Automotive Studies

*Year 7 Program*

Year 7 is seen as a transition stage from primary to secondary education. The Year 7 program is structured so that it provides a firm foundation for the courses in the rest of the High School. Students follow a common course including subjects from all eight faculties, in such a way as to enable them to make informed choices when they come to determine their program for Year 8 and then for Years 9 and 10. The Year 7 Connections Program is a highlight of the curriculum.

*Year 8*

Year 8 completes the foundation begun in Year 7. In addition to English, Health and Physical Education, Humanities, Mathematics and Science, all students take a course in a language other than English as well as units in the Arts and Technology areas.

*Year 9 and 10*

At this stage, apart from the compulsory subjects, students may take any subject. Courses are structured to be taken through Years 9 and Year 10, so that they can be studied in depth to prepare students for the demands of the TCE or IB in Years 11 and 12.

## C L E M E S ( Y E A R S 1 1 A N D 1 2 )

The TCE (Tasmanian Certificate of Education) comprises subjects of either 50 hours or 150 hours. Students preparing for tertiary entrance need as a minimum requirement four pre-tertiary courses, three of which must be completed successfully in Year 12. For university selection purposes, a student's score comprises their best five 150 hour subjects, at least three of which must be completed at pre-tertiary level in Year 12. To complete the TCE Certificate, students must have studied the equivalent of eight 150 hour courses over two years of study.

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students for success at university and in life. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

The aim of the DP, like all IB programmes, is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The DP provides the opportunity to develop both disciplinary and interdisciplinary knowledge that meets the rigorous standards set by institutions of higher learning around the world.

To ensure both the breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) humanities and social sciences, 4) experimental sciences, and 5) mathematics, and either an arts subject, or a second subject from the groups 1 to 5. Of these six subjects, three are taken at the higher level (HL) and three are taken at the standard level (SL). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

L E A R N I N G P A R T N E R S H I P U N D E R S T A N D I N G

*The purpose of this understanding is to affirm with all members of the School community (parents/guardians, students and staff) the School's anticipated student learning outcomes, educational philosophy and engagement expectations.*

The Friends' School strives to adhere to the *Purpose and Concerns*. By implementing the Australian Curriculum (K–10), and using the International Baccalaureate framework at Morris (K-6) and Clemes (11 and 12), along with the Tasmanian Certificate of Education and Vocational Education and Training (TCE and VET) at Clemes:

"We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective."

The School acts on the expectation that each member of our learning community seeks to challenge themselves in order to grow and live more fully in the truth. We aim for the development of self-discipline and respect within each student that enables them to enter more deeply into their own understandings and ongoing maturation in order to let their life speak. The School employs professional educators with expertise and experience to guide students to these outcomes.

We understand that student learning is best enhanced through the development of a strong, collaborative learning partnership among all members of the School community. We understand that parents/guardians know their child. Upon enrolling, our families will work with the School to enter into the pursuit of healthy and purposeful relationships to achieve the aims articulated in the *Purpose and Concerns*.

We understand that all members of the School community are to:

- support the aims of the School as expressed in the *Purpose and Concerns*
- work to develop trusting relationships
- provide complete and full disclosure of any and all medical, physical, social, emotional and/or learning needs that might arise throughout the student's enrolment
- engage in timely, helpful, civil and respectful communication with the person most able to assist an inquiry, while respecting staff, student and family boundaries
- support positive and constructive engagement in all aspects (curricular and co-curricular) of the student's learning process
- draw upon the collective expertise and strengths of all members of the School community involved in a student's education
- develop constructive pathways and respect for alternate viewpoints if disputes occur or relationships are challenged.



LEARNING PRINCIPLES

STUDENTS LEARN BEST WHEN ...

**They engage academically**

- Students know what success looks like, and where it leads to
- Students make connections and construct meaning for themselves
- Students experience success and identify progress made
- Students learn from mistakes through meaningful reflection
- Students connect new concepts with previous learning
- Students receive constructive feedback that leads to action
- Students are active and curious in their play and learning
- Students are organised and prepared
- Students have a voice in their learning
- Students and educators are interacting, questioning and communicating collaboratively
- Teachers design engaging learning experiences with multiple entry points
- Staff model passion for learning

**They are in a comfortable physical and emotional environment**

- Students have confidence that they will be respected if they take a risk
- Students are challenged to consider alternative perspectives
- Students know that their physical and mental health is supported
- Students are intrinsically motivated to take action
- Students believe physically and mentally that they can
- Students' physical comforts are being addressed with a focus on simplicity
- Students and teachers value the importance of the learning environment both inside and out
- Students and teachers recognise the need for equity

**They feel safe, secure and valued socially, culturally and spiritually**

- Students trust the relationship, knowledge, skills and intent of other students and teachers
- Students' differences are acknowledged, respected and responded to appropriately
- Students know that their peers respect them
- Students develop a strong sense of self
- Students are not judged
- Students value sharing their learning
- Students maintain their sense of curiosity and wonder of the world around them
- Students acknowledge and understand that there is something greater in the world around them
- Students' voice is respected, listened to and considered
- Staff support all parents regarding the culture and context of learning at Friends'
- Staff embrace building relationships with all families
- Staff enact consistent expectations

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SENIOR STAFF, THE FRIENDS' SCHOOL

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PRINCIPAL	<i>Nelson File</i> BA (Johns Hopkins), MAT (Brown)
DEPUTY PRINCIPAL	<i>Shaun O'Rourke</i> BSc(Hons), MEdPsych, DipEd, DipHR, EdD
DIRECTOR OF BUSINESS AFFAIRS	<i>Shaun Sargent</i> JP BCom GCertEBL FCA CMgr FIML FAICD FTI GIA(Affiliated)
DIRECTOR OF COMMUNITY ENGAGEMENT	<i>Bill Avery</i> GradCertBus, MBus
DIRECTOR OF TEACHING AND LEARNING	<i>Stephen Barratt</i> BBus, DipEd, MEdLeadership
HEAD OF CLEMES	<i>Adam Chambers</i> BA(Hons), BEd
HEADS OF HIGH SCHOOL	<i>Joe Cairns</i> BA, DipEd <i>Paul Goodluck</i> BEd <i>Louise Giudici</i> BA(Hons), DipEd, GradCertCouns <i>Kim Rowlands</i> BA, DipEd
HEAD OF MORRIS	<i>Mark Febey</i> BEd, BA(Hons)

*The School has developed a Privacy Policy in accordance with the National Privacy Principles, to explain how we manage personal information. You can access the policy on our website ([www.friends.tas.edu.au](http://www.friends.tas.edu.au)) or by contacting the School's Privacy Officer on (03) 6210 2200.*