# HAMILTON GIRLS' HIGH SCHOOL
## Position Description

| | |
|---|---|
| Position Title: | Assistant Teacher of Music<br>(with responsibility for Extracurricular Music) |
| Reporting to: | Principal, or as delegated (HOD Music for curriculum teaching; Deputy Principal – School Culture for extracurricular responsibilities) |
| Working Relationship: | **Internal:** HOD Music, Director of Arts & Culture, Deputy Principal – School Culture, Senior Leadership Team, Deans, Guidance, teaching and administrative/support staff, HR, Operational Management Team Leaders, and students.<br><br>**External:** Itinerant music teachers, outside tutors, external providers, festival and competition organisers, feeder schools, parents/caregivers/whānau, and the wider community. |
| Remuneration & Time Allowance: | 1FMU - time remuneration as per STCA |
| Tenure: | Permanent, full-time |
| Position Purpose: | To deliver high-quality classroom music teaching and learning for all assigned students in alignment with the Registered Teacher Criteria and school policies, while providing dedicated leadership and coordination of co-curricular music at HGHS to ensure high-quality opportunities and sustainable growth for students outside the classroom.<br><br>***Limits of Authority & Role Scope***<br><br>1. **Statutory and Policy Compliance:** Must operate within the Education and Training Act, other relevant Acts and Regulations, and Policies of the Board of Trustees. Any proposed policy or programme changes within the department must align with the school's goals, policies, and administrative structures.<br>2. **Professional Standards:** Teaching practice must meet the Registered Teacher Criteria (Standards for the Teaching Profession in Aotearoa New Zealand) and adhere to the Teaching Council's Code of Professional Responsibility.<br>3. **Co-curricular Scope:** The extracurricular component of this role falls within the co-curricular realm rather than academic leadership. It excludes oversight of timetabled itinerant music lessons, which fall under curriculum learning and remain the responsibility of the HOD Music. |

| | |
|---|---|
| | **Primary Objectives**<br><br>1. Take responsibility for effective teaching, assessment, and learning for all assigned music classes.<br>2. Provide dedicated leadership, coordination, and growth for the school's extracurricular music programme.<br>3. Take responsibility for a tutor group class, including pastoral care and administrative duties, as required.<br>4. Contribute to school-wide activities and the corporate life of the school to enhance student achievement and HGHS's reputation for excellence.<br>5. Use the Registered Teacher Criteria as an ongoing framework for professional reflection, appraisal, and learning.<br>6. Uphold the high standards of ethical behaviour expected under the Teaching Code of Conduct. |

| **Key Accountabilities** | |
|---|---|
| Professional Knowledge & Teaching Techniques | • Plan and prepare schemes of work, teaching programmes, resources, learning activities, and assessment regimes aligned with department programmes.<br>• Demonstrate competence in learning and assessment theory, accurately assessing and reporting on student progress to students, parents, caregivers, and whānau.<br>• Enable and encourage students to learn through varied, effective teaching techniques.<br>• Keep up to date with current developments in learning and teaching, actively participating in the school's professional growth/appraisal system and evaluating own and others' practices for positive outcomes. |
| Student Management & Motivation | • Develop and maintain inclusive classroom environments that recognise and cater to the diverse learning needs of all students.<br>• Manage student behaviour effectively and exercise pastoral care within both the classroom and tutor group.<br>• Foster a positive culture of learning, achievement, and school-wide engagement. |

| | |
|---|---|
| Te Reo Me Ōna Tikanga | • Use te reo Māori appropriately and accurately, observing tikanga Māori where relevant.<br>• Support and value Māori and Pasifika students, integrating te ao Māori into classroom and co-curricular music contexts to foster positive learning environments. |
| Extracurricular Music Programme Leadership and Oversight | Coordinate and oversee the organisation, operation, and development of all extracurricular music groups, including (but not limited to):<br>• Choirs<br>• Barbershop Chorus and Quartets<br>• Instrumental groups and ensembles (e.g., chamber music, concert band)<br>• Contemporary music groups (e.g., Rockband Programme, Play It Strange)<br>• Music for School Productions |
| Event Coordination and Group Management | • Plan, manage, and promote internal and external extracurricular music performances, including concerts, showcases, and collaborative events.<br>• Organise and oversee logistics and compliance for music-related EOTC events and trips in collaboration with school systems.<br>• Undertake regular involvement in activities outside of standard school hours (e.g., coaching and supporting rehearsals, performances, and competitions). |
| Staff Collaboration and Support | • Foster and maintain strong working relationships with the HOD Music, Director of Arts & Culture, tutors, group leaders, and itinerant music staff.<br>• Liaise with and provide operational support to tutors, group leaders, and itinerant staff involved in co-curricular groups.<br>• Ensure clear communication and effective scheduling across all music groups, activities, and key stakeholders. |
| Student Engagement & Pathways | • Foster a positive, inclusive, and respectful culture within co-curricular groups where students feel supported, mentored, and valued. |

| | |
|---|---|
| | • Promote student participation and celebrate musical success in school and community events.<br>• Build relationships with feeder schools to establish clear musical pathways for incoming students joining HGHS. |
| Communication & Collegiality | • Communicate clearly, honestly, and in a timely manner in both spoken and written forms (including effective listening skills and competent use of school computer/database systems).<br>• Encourage and foster cooperative, supportive working relationships with colleagues across the department and wider school.<br>• Fulfil the obligations of the school charter and actively support the school's relationship with parents, whānau, and the wider community. |
| Person Specification<br>(Essential Attributes & Skills) | • **Musical & Pedagogical Expertise:** Qualified, registered teacher with strong musical expertise and experience in one or more areas (vocal, instrumental, contemporary music, or ensemble direction).<br>• **Leadership & Organisation:** Demonstrated ability to coordinate groups, events, and projects, with excellent time management and scheduling skills to manage own workload independently within expected timeframes.<br>• **Adaptability & Innovation:** Flexible, lateral thinker capable of proposing initiatives, multi-tasking under pressure, and working outside standard school hours for rehearsals and events.<br>• **Stakeholder & Communication Skills:** Strong oral, written, and digital communication skills, with the ability to liaise professionally with students, staff, whānau, and external providers.<br>• **Values & Commitment:** Active commitment to student wellbeing, inclusive engagement, cultural responsiveness, and the school's vision and goals. |