

Status:	Permanent Music Educator Full Time (1.0 FTE)
Commencement date:	Term 1, 2027
Area of appointment:	Secondary School
Position Reporting to:	Principal through the Heads of School
Key Relationships	Director of Teaching & Learning, Director of Student Wellbeing, The Arts Learning Area Coordinator, Primary Music Specialist and Instrumental Tutors
Pre-requisites:	These qualifications/certificates are required prior to commencing employment at HILLS and must be updated for the duration of employments at HILLS: • Registered, or eligible for registration, with the Teachers Registration Board of South Australia • Current Working with Children Check • Current Responding to Risks of Harm, Abuse & Neglect Certificate (RRHAN-EC) • Current First Aid Certificate • Valid Photo Identification (e.g. Drivers License, Proof of Identity, Passport)

Introduction

All members of staff at The Hills Christian Community School Inc. (HILLS) are expected to model professional behaviours that reflect the School's mission, vision and [Statement of Belief](#). Through their relationships, service and commitment to excellence, staff contribute to a Christ-centred learning community where students are Growing with Nature, and Nurtured to Thrive. This includes:

- Demonstrate a personal Christian faith that is evident in daily life and professional practice.
- Build positive, authentic and respectful relationships with students, families, colleagues and the wider community, consistently modelling the HILLS values of Respect, Integrity, Courage, Empathy and Pursuit of Excellence.
- Promote the wellbeing, learning and holistic development of every student through high expectations, compassionate care and inclusive practice.
- Contribute positively to a collaborative culture of trust, service and continuous improvement through professional communication, teamwork and a shared commitment to the mission and aims of the School.
- Engage in ongoing personal, spiritual and professional growth through reflective practice and a commitment to continual learning.

Role Purpose

At HILLS Christian Community School, our mission is to help students learn and grow to achieve their God-given potential.

The Secondary Music Educator plays a vital role in delivering high-quality, evidence-informed music education that develops students' creativity, musicianship and confidence while fostering a lifelong appreciation of music. Through engaging classroom learning and meaningful co-curricular opportunities that reflect the distinctive educational philosophy of HILLS—**Planted in Christ, Growing with Nature and Nurtured to Thrive**—the Music Educator empowers students to discover and develop their God-given gifts,

collaborate with others and pursue excellence as creative and capable learners. The role includes the continued development of a vibrant musical life within the school through ensembles, performances and community events, with the ability to teach **Stage 1 and Stage 2 Music Subjects** highly regarded.

For the successful applicant, there is an opportunity to undertake an additional leadership responsibility as The Arts Learning Area Coordinator (Faculty Leader).

Please list your teaching areas, music specialisations, instrumental and/or vocal expertise, SACE experience (where applicable) and any additional curriculum areas you are qualified to teach in your application.

Key Results Area (KRA) as related to the AITSL standards

1. Know students and how they learn

- Use evidence-informed teaching practices that understand students' musical abilities, prior experiences, interests and developmental needs, enabling every student to engage, progress and experience success in music.
- Design differentiated music learning experiences that respond to students' diverse musical backgrounds, interests and aspirations.
- Design inclusive music learning experiences that enable meaningful participation for all students, including those requiring adjustments, in accordance with school policy and legislative requirements.

2. Know the content and how to teach it

- Apply expert knowledge of the Australian Curriculum: The Arts (Music), SACE Music subjects and contemporary music pedagogy to deliver engaging, authentic and sequential learning experiences.
- Design, implement and continuously refine coherent curriculum, assessment and learning programs aligned to curriculum and reporting requirements.
- Integrate digital technologies, music software, recording tools and performance technologies to enhance creativity, composition, rehearsal and performance.
- Utilise a range of learning environments, including outdoor and community settings where appropriate, to enrich musical learning and authentic performance experiences.

3. Plan for and implement effective teaching and learning

- Plan and implement engaging, well-structured music programs that foster creativity, collaboration, musicianship, technical skill, performance confidence and a lifelong appreciation of music.
- Extend student learning through participation in co-curricular music opportunities including ensembles, performances, productions, chapels and community events.
- Foster a culture of high expectations that supports students to achieve personal excellence and confidently share their learning through performance.
- Contribute to the development of a vibrant musical life of the school through ensembles, performances, productions, chapels, tours and community events.
- Collaborate with colleagues (including instrumental tutors and the Primary Music Specialist educator) to strengthen curriculum coherence through shared planning, moderation and the ongoing refinement of curriculum, assessment and teaching practices.

4. Create and maintain a supportive and safe learning environment

- Establish and maintain a safe, inclusive and engaging learning environment where every student feels known, valued, connected and supported to embrace challenge in their learning.
- Foster a positive learning culture through clear expectations, restorative practices, positive behaviour support and proactive wellbeing strategies that promote belonging, self-regulation and readiness for learning.

- Build positive partnerships with students and families that support student wellbeing, engagement and learning, consistent with the school's Behaviour Management Policy.
- Promote the safe and responsible use of instruments, equipment, rehearsal spaces, performance venues and digital technologies.

5. Assess, provide feedback and report on student learning

- Design and implement a range of diagnostic, formative and summative assessment strategies to monitor student progress and inform teaching.
- Use assessment evidence and student data to evaluate learning, provide timely and meaningful feedback, and refine teaching to maximise student growth.
- Maintain accurate records and communicate student achievement and progress through the school's assessment and reporting processes.

6. Engage in professional learning

- Engage in ongoing professional learning, professional inquiry and reflective practice to continually improve teaching effectiveness and student outcomes.
- Contribute actively to collaborative professional learning through curriculum planning, moderation, coaching, observation and evidence-informed discussion.

7. Engage professionally with colleagues, parents/caregivers and the community

- Build and maintain respectful, professional and collaborative relationships with students, families, colleagues and the wider community.
- Communicate effectively with parents/carers regarding student learning, wellbeing and participation in classroom and co-curricular music programs.
- Contribute positively to the broader life of HILLS by supporting performances, community events and opportunities that celebrate student learning.

Contribute to the Co-curricular Music Program

- Contribute to the planning, delivery and ongoing development of a vibrant co-curricular music program that enriches the life of the school.
- Lead and support music ensembles, choirs, bands and other co-curricular music activities.
- Prepare and inspire students to participate in performances, concerts, productions, chapels, assemblies and community events, fostering confidence, teamwork and musical excellence.
- Work collaboratively with colleagues to create meaningful performance opportunities that celebrate student achievement and promote a culture of creativity, participation and excellence.
- Demonstrate a willingness to contribute enthusiastically to rehearsals, performances and music events, including those that may occur before or after normal school hours.