

Coastal Waters Chartered Public School

Vocal Music Teacher

Job Description

Classification: Full-Time (salaried), exempt

Hours: 40 hours/week

Compensation: TBD, based on experience

Reports to: Pedagogical Director

The vocal music teacher designs curriculum and leads students in vocal music for students in grades 1 through 8, as well as chorus for middle and high school. The teacher also provides other support during the school day such as preparation of music for festivals. The vocal music teacher collaborates with the instrumental music teacher to coordinate the music program and performance calendar. Additional responsibilities include weekly faculty meetings, section meetings, committee work, and other duties as assigned. Both music teachers are responsible for deepening their understanding of child development, and Waldorf pedagogy to support their teaching. Advice and support for curriculum delivery and lesson planning is provided through regular mentoring with the Pedagogical Director. We encourage strong relationships, inclusivity, input, and innovation within the teaching and student community.

Qualifications

The ideal candidate is an experienced music teacher with 3-5 years of classroom experience. Waldorf training and experience is preferred. Candidates should be experienced in choral instruction and, ideally, piano accompaniment.

- Bachelor's degree is required.
- Waldorf teaching and/or training; or equivalent combination of education and experience preferred. Waldorf training provided on-site and via professional development opportunities.
- An understanding and appreciation of child development.
- Excellent interpersonal and communication skills, verbal and written.
- Basic computer proficiency.
- Demonstrated teaching capacity, as well as a commitment to continued learning (e.g., Waldorf and general educational trends, Curative Education, DEI, etc.).
- Experience with, or willingness to engage with, consensus-based decision-making model with.
- Familiarity with, or an understanding of, Restorative Justice models of discipline.
- Ability to interact comfortably with all types of members of the community, including teachers, administrators, parents, and students.
- An interest in active engagement within our school and out in the greater community.

Curriculum Responsibilities:

- Plan and carry out the classroom program and activities - written plans should be prepared each year, which include: the order of themed lessons, goals for the students' development, etc.
- Oversee classroom management and supervision of up to 50 children (for upper grades choruses).
- Mentor and provide direction and guidance for aspiring students.
- Instruction should be planned and taught such that attention is given to the following:
 - The conveyance of enthusiasm for learning
 - In-breathing and out-breathing rhythm
 - Challenging, age-appropriate work
 - Incorporating movement (in lower grades)
- Collaborate with student support staff to ensure that all students are learning at their highest potential.
- Help plan, and participate in, school festivals/performances.

Responsibilities to Parents/Guardians:

- Teachers are expected to be available for parent-teacher conferences twice each year according to the school's schedule, at which time they strive to form a shared vision of the child with the parents, discuss all aspects of the child's progress in school, mutually share concerns, and discuss means of working with those concerns.
- Teachers are to actively employ good communication skills in working with parents. However, if difficulties arise, the teacher is to seek assistance from the Pedagogical Director for further support.
- Provide brief written newsletter updates to share class activities, important dates, etc.
- Teachers prepare student reports per the school timeline, which are shared via the student information system (SchoolCues).

Responsibilities to the School/Colleagues:

- Teachers are to work together with their faculty colleagues – sharing observations, questions, insights – to support each other's professional and personal development.
- Teachers are expected to take active roles in the administration of the school by serving on committees as they are able.
- Teachers are responsible for the physical environment of classrooms – creating a place that is inspiring for learning by giving care to the beauty, simplicity, cleanliness, and order of the room – and for the shared building and grounds.
- Teachers are expected to attend weekly faculty meetings, section meetings, and in-service days as scheduled.
- Teachers are expected to be on campus from 30 minutes prior to the start of school until 30 minutes after the end of the school day, unless scheduled differently.