IMP Tutor
Position Description

REHOBOTH

SOLI DEO GLORIA

Our Vision

To engage the whole child to think, respond, and live with excellence for the glory of God alone.

Our Mission

Rehoboth exists as an extension of the Christian home, partnering with parents as a covenant community to support them in their task of nurturing and educating their children to equip them for all of life.

Our Purpose

We believe that it is our purpose as educators and parents to orient our students Biblically toward the knowledge of God, the Gospel, humanity and all of God's creation, so that they would seek His will, see things as He sees them, and engage with and influence the culture in which they live. We believe that the Christian school must partner with parents and churches to develop the whole child (i.e. their spiritual, moral, academic, personal, and social growth), to inspire them to excel, to be intolerant of mediocrity, and to make wise choices. Such an education is distinctly Christian in its character, intentions, and outworking.

1. Position Summary

Title:	IMP Tutor
Responsible to:	IMP Coordinator
FTE:	Part-Time, variable depending on student enrolments.
Description:	An Instrumental Music Program Tutor provides one on one and small group tuition in accordance with the College's Instrumental Music Program.

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2. Introduction

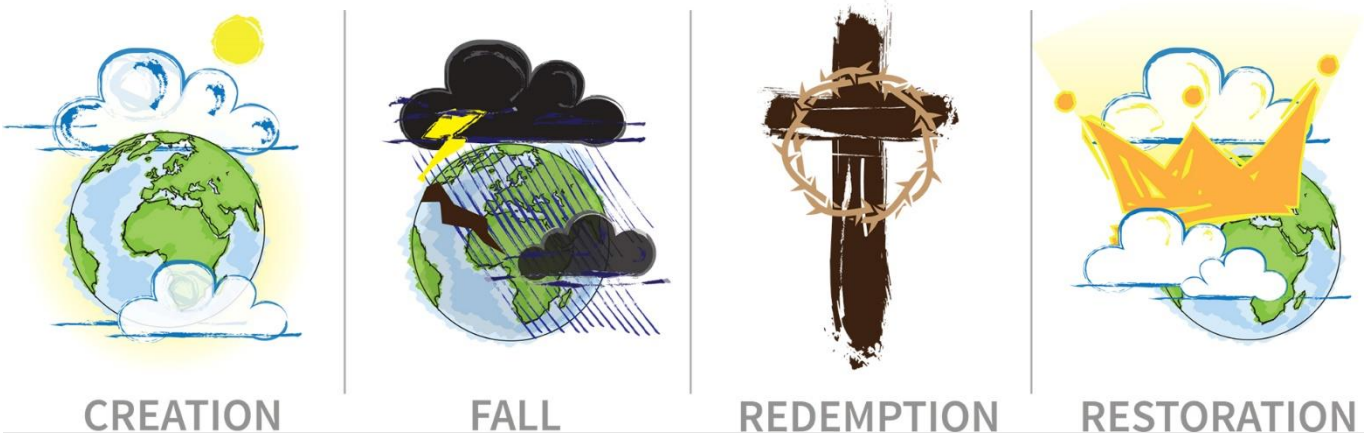
Founded in 1959, the Association for Christian Education opened Rehoboth Christian College in 1966 to serve Christian families through the provision of Christ-centred schooling. The Association is made up of members who elect a Board; the Board in turn has appointed a Chief Executive Officer to be its representative.

The Association currently operates three schools across two campuses in the southern suburbs of Perth. The campuses are located at Wilson (Kindergarten to Year 6) and Kenwick (Kindergarten to Year 12) with the Secondary School offering ATAR, Wholly School Assessed and Vocational pathways.

CHILD SAFE PROGRAM

Rehoboth seeks to provide a learning environment in which all students are protected from harm and places the highest possible priority upon the safety and nurture of young people. The College expects all stakeholders to espouse this approach and to be aware of the Child Safe Program, accessible via the College's website.

We view the Christian curriculum as a total package of all learning and shaping experiences in which our children are involved. It includes the work of the home, school, and church in a distinct three-way partnership. We encourage our students to examine the world and their role in it from a Christian perspective. This permeates interpretations, viewpoints, meanings, attitudes, values, contexts for understanding and more, to comprise a holistic Christian worldview.



Students examine important foundational aspects of the Christian faith (Creation, Fall, Redemption, and Restoration) and are taught to view the Bible as the Word of God which is completely trustworthy and reliable. Regular devotions, prayer, and Bible study are an integral part of College life, and we aim to lead

3 SCHOOLS | 2 CAMPUSES | 1 COLLEGE

Rehoboth promotes a unified College with a singular vision, mission, and purpose. Educational programs are mirrored at both our Wilson and Kenwick Campuses and staff are committed to whole-College planning across all aspects of teaching and learning.

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our students to a point at which they personally desire to think with the mind of Christ.

Rehoboth has a justified reputation for developing and delivering a distinct, Christ-centred education, and for encouraging and guiding students in discovering their individual gifting and the path God has prepared for them (Ephesians 2:8-10). It is therefore essential that the person and office of the CEO be committed to providing Biblically based leadership and management at the College in a manner consistent with the College's Christian values and ethos.

A whole-College approach, where students' educational journeys have a clear and purposeful K-12 plan, is integral to the College's educational philosophy. As such, the leadership and management of the College ought to be conducted within the framework of "three schools, two campuses, one college." This model emphasises significant participation in the activities of the Senior Leadership Team, which is led by the CEO.

3. Strategic Goals of the College

As detailed in our AXIOM23 Strategic Plan, we plan to make four areas our priority over the period 2020-2024 (see sidebar). The College aims to employ teachers who can cogently demonstrate their alignment with these strategic goals and have experience with, or are determined to embrace, their implementation.

The College uses the SEQTA Learning Management System. Greater use of technology – for example, the use of Office 365 suite, flipped classroom lesson delivery, and cloud technologies – is now a growing feature of teaching and learning at the College.

Underpinning these priorities is our purpose at Rehoboth, to develop and deliver distinctly Christian educational programs. It follows that such an education should shape students of distinctly Christian character.

Our call to students, therefore, is to **be distinct** – to develop and deepen their Christian identity and character during their time at Rehoboth. It is a call for students to engage with and take responsibility for their learning, to use the opportunities presented to them to discover the gifts and calling God has placed on their lives, to see Christ as worthy of their best, and to take their place as young men and women of outstanding character and citizenship.

AXIOM23 STRATEGIC PRIORITIES

These are the initiatives we believe are best suited to drive the change necessary to achieve the vision for the Rehoboth of 2023 and beyond. Each initiative is driven by our Christian ethos and shaped by our Christian heritage.

1. Thinking Christianly: Biblical Literacy as Curriculum Foundation
2. Teaching Christianly: Re-Orienting Pedagogy and Classroom Practice
3. Responding Christianly: Discovering Gifting and Calling
4. Living Christianly: Student Care, Development, and Preparation

Our goal is that students graduate with a distinctly 'Rehoboth' character. Each child's complete spiritual, emotional, social, and physical development is addressed, without compromising academic rigour. At the same time, we recognise that each student is unique and will excel in certain areas of the

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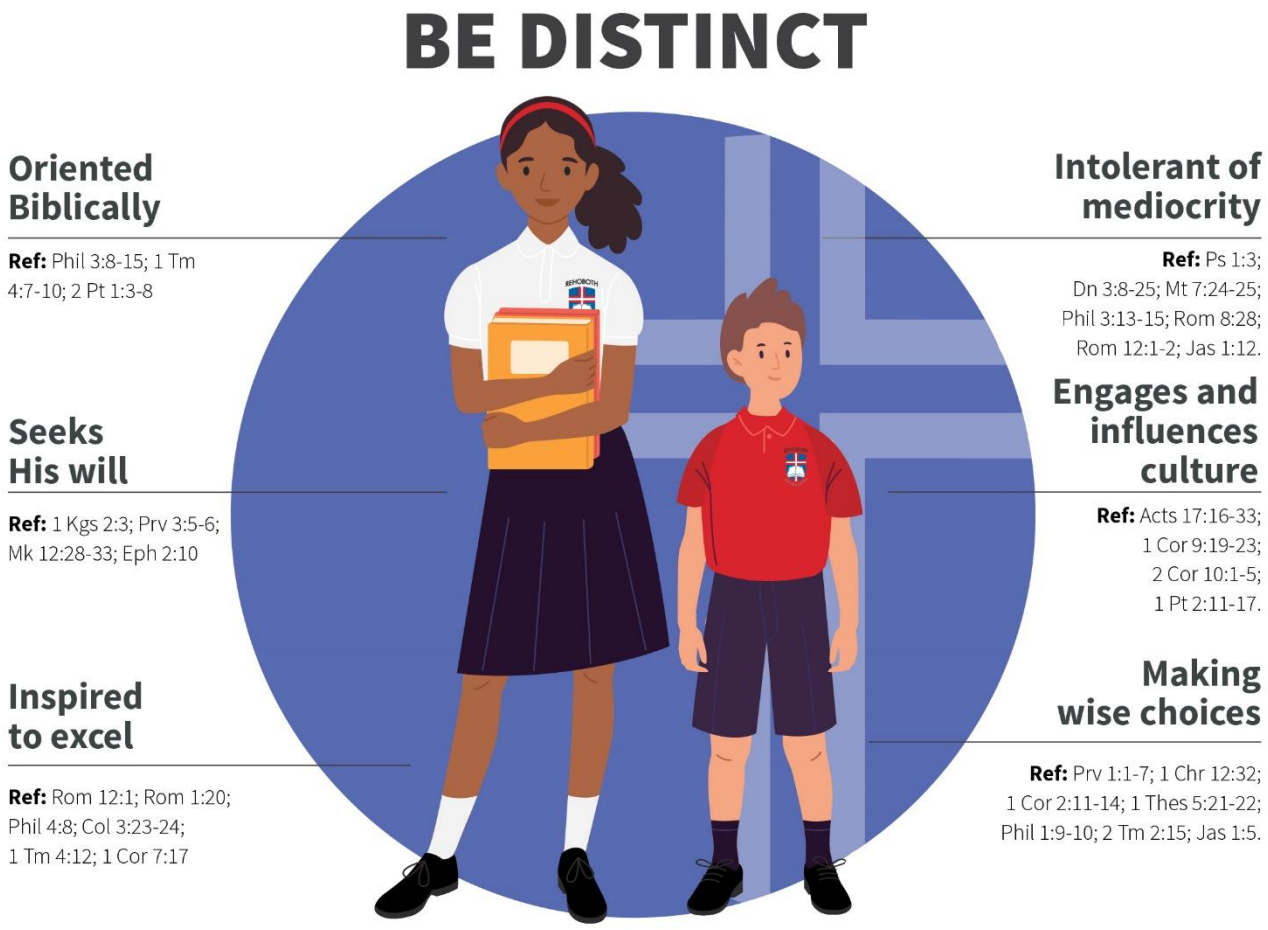
Learner Profile ahead of others: this is the nature of the gifts and talents God has bestowed upon them. Our aim is to nurture the six areas that are fundamental to the development of the whole child in age-appropriate ways according to their abilities, gifting, and calling.

The characteristics we seek to develop in our students are described in our Learner Profile:



4. General Expectations

An IMP Tutor should be an active committed Christian, preferably of the conservative evangelical and reformed persuasion. They will be actively involved in the life of the church and possess excellent communication and leadership qualities.

At Rehoboth, an IMP Tutor will:

a) display an exemplary Christian lifestyle which should include regular attendance at worship services and a general involvement in the life of the church
b) hold a Working with Children Check (WWCC) and current National Police History Check
c) be actively involved in the general life of the College, where appropriate
d) support the policies, aims, and strategic planning goals of the Board of the Association for Christian Education (ACE)

e) be conversant with, and actively support, all College and ACE policies, including the Westminster Confession of Faith
f) demonstrate in all dealings with students a support of College rules and procedures
g) be punctual for all rostered days of work
h) where appropriate, attend: staff devotions, staff prayer meetings, staff meetings, assemblies, ACE meetings (such as the March and October General Meetings), graduation/award nights, concerts, and other key activities and events on the College calendar
i) carry out extra duties as required by the supervisor from time to time
j) adhere to the specific requirements of a department within the College, or of the College in general, and
k) dress to an exemplary standard suited to the profession.

5. Specific Role Duties

At Rehoboth, the Instrumental Music Program (IMP) Tutor has duties and responsibilities as follows:

a) Accompany students and provide one on one and small group lessons, tutoring Primary and Secondary-aged students, from beginners to advanced levels, across a range of styles and learning needs
b) Prepare students for external examinations (e.g. AMEB) and in-school performances
c) Willingness to attend recitals
d) Work collaboratively with other music staff and tutors
e) Provide accompaniment to students in a range of performances, including ensembles, student recitals and performance assessments where appropriate
f) Develop an understanding, rapport, and trust with students, recognising different music interests and talents
g) Create a lesson timetable and maintain a record of attendance for all students each term of the year, using the proforma provided and email to the IMP Administrator
h) Complete a formal online report for each student during the first and second semester, within the specified College timeline
i) Contact parents/students directly with the timetable each term and regarding any change to lesson times
j) Other music, general office, and clerical duties as may be required from time to time, and
k) You may not actively recruit, in any capacity, Rehoboth students should you or they leave the school program, to undertake with you any private tutoring lessons.

The above is meant to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required for the position.

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6. Personal Requirements

At Rehoboth, an IMP Tutor will:

a) be a practicing Christian role model
b) possess outstanding communication skills (with teachers, children and parents)
c) have an ability to work independently and as part of a team
d) enjoying helping children learn
e) apply good behavioural management skills, and
f) be able to accept direction and supervision.

7. Interpersonal Relationships

At Rehoboth, an IMP Tutor will:

a) seek to establish a rapport with students, parents and staff
b) communicate with students, parents and staff in a clear, respectful, and professional manner that models Christ-like behaviour and seeks a similar response
c) maintain professional confidentiality regarding information about students
d) complement the various teams of teaching and non-teaching staff operating within the College, and
e) participate in staff social functions.

8. Professional Development

At Rehoboth, an IMP Tutor will:

a) endeavour to keep up to date in areas associated with the various roles at Rehoboth, whether they be in the curricular or co-curricular domains of College life
b) participate in the appraisal schemes that operate within the College
c) attend nominated professional development days, and
d) avail themselves of the specific PD days which are made available to them in an area of need or interest.

9. General Terms and Conditions

General Terms and Conditions are available under a separate cover.

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10. Intellectual Property

l) **Intellectual Property** means the legal and moral rights that come into being with the creation of materials, resources, or other works and covers copyright, patents, trademarks etc. Examples of materials or resources created and developed by an Employee that are classified as intellectual property included, but are not limited to:
   i. teaching aids, materials, or resources
   ii. ACE-specific curriculum and Christian worldview content
   iii. website and software development
   iv. educational programs
   v. assessments, and
   vi. policies, plans, guidelines, work, research, and reports.

m) All Intellectual Property rights with respect to any materials created and developed by the employee during or after work hours for ACE or using the resources of ACE remain the sole property of ACE.

a) Staff are required to protect and preserve the Intellectual Property rights of ACE and to not share any materials created or developed or receive any payment from a third party for such materials.
b) The College demonstrates ownership of its Intellectual Property by:
   i. the inclusion of the College logo; and
   ii. a copyright statement (normally located in the footer of the document).
c) Any materials or resources prepared for ACE by an external source which has been purchased or granted to ACE is the sole property of ACE unless stated otherwise.
d) Staff must ensure that all Intellectual Property created for ACE adhere to the rights of others.
e) ACE cannot give away or assign its Intellectual Property without the approval of the Chief Executive Officer.
f) ACE Intellectual Property is not to be used for private purposes without obtaining written permission from the CEO.

11. WWCC and NCCHC

a) The applicant will be responsible for providing a valid Working with Children Check (WWCC). This must be obtained from an Australia Post outlet, from the Business Office, or online.
b) The applicant will be responsible for providing a valid Nationally Coordinated Criminal History Check (NCCHC) which must be obtained via the Western Australian Department of Education. The NCCHC is to be no more than three months old at the time of appointment.

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12. Health and Right to Work

Applicants need to declare any impairment that would interfere with their ability to perform the job for which they have applied. Applicants must show proof that they are legally entitled to be employed in Australia by providing an Australian passport, Australian Citizenship Certificate, or a Permanent Residency Visa.

13. Performance Evaluation

Performance will be measured using the specific role responsibilities. Rehoboth has a firm commitment to performance evaluation of its personnel, whatever their category and level, through the medium of a formalised system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving the goals of the Association. It is envisaged that a performance evaluation will be undertaken annually.

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