



ARTS LEARNING MANAGER

The Song Room is a purpose driven organisation that levels the learning playing field for children experiencing disadvantage through an impactful, sustainable and scalable approach to Arts Learning. In partnership with schools, we seek to develop creative, courageous and compassionate young people who take ethical and responsible action, recognise their shared humanity and help shape a better world.

In working for The Song Room, you directly contribute to addressing the educational equity gap for some of Australia's most disadvantaged young people.

OUR CULTURE

Our values of creativity, integrity, collaboration, empowerment and inclusivity shape our impact and culture. The Song Room relies on team members to embrace a positive culture by:

- Visibly demonstrating the values and philosophy of The Song Room.
- Contributing as a member of a team of learning leaders.
- Developing strong and productive professional relationships.
- Championing an inclusive and collaborative working environment.
- Driving innovation and creative initiatives that achieve organisational growth.
- Advocating for The Song Room and its achievements.

PURPOSE

The Arts Learning Manager is responsible for driving delivery and continuous improvement of The Song Room's high-quality, impactful Arts Learning programs that are curriculum-aligned, evidence-based and co-designed to meet the strengths and needs of the communities we work with.

This role requires an experienced program manager and education professional with a strong understanding of arts pedagogy, curriculum integration and professional learning for teachers. The Arts Learning Manager works collaboratively with educators, school leaders, artists and partner organisations to co-design and deliver programs that enhance student learning and wellbeing, teacher capability and school engagement in the arts.

The role includes management of Teaching Artists and partner schools to ensure excellence in planning, delivery, and evaluation.

This role reports to the Director, Arts Learning and works closely with:

- Program Managers and Teaching Artists
- Song Room teams including Finance, Operations, Philanthropy and Partnerships, Marketing and Communications
- Partner schools, teachers and education stakeholders



OUTCOMES

The following outcomes define the high-level expectations of the role that should be visible and evident:

- Arts Learning programs are implemented and evaluated to achieve high impact and alignment with the Australian Curriculum and state-based frameworks.
- Programs and resources are co-designed with educators and community partners to ensure equity, accessibility, sustainability and place-based community outcomes.
- Where required in line with key programs, teachers and school leaders receive high-quality professional learning that strengthens their capacity by embedding arts education in their teaching practice.
- Teaching Artists are supported through coaching, professional development, and performance feedback to deliver excellent learning experiences.
- Programs are delivered efficiently, on time and within budget.
- Positive and productive relationships are maintained with schools, education departments, funding partners, and arts sector collaborators.
- High quality draft funding reports and internal reporting.
- Robust data collection and evaluation processes are implemented to demonstrate program impact and inform continuous improvement.
- The Song Room's commitment to child safety, inclusion and cultural responsiveness is reflected in all program design and delivery.
- Consistent, professional and timely advice and assistance to staff and management. This includes dealing with confidential and sensitive matters, and the escalation or resolution of issues.
- Commitment to child safety and The Song Room's Child Safe Policy and Code of Conduct adhered to at all times.

ESSENTIAL CAPABILITIES

The following capabilities define the high-level expectations of the role that should be visible and evident:

Communication	Able to communicate with clarity and impact to facilitate individual and collective understanding, action or information exchange.
Adaptive Mindset	Able to adjust to change and maintain their curiosity while dealing with disruption, pressure and setbacks in a resilient, positive manner.
Problem Solving	Able to define and analyse problems, generate optimal solutions and make recommendations.
Lifelong Learning	Able to identify and continuously develop one's own knowledge, skills and personal attributes such as mindset and motivation.



Initiative and Drive

Able to appreciate personal strengths and weaknesses and effectively relate to others in a professional manner. This includes being able to work independently, set and attain personal and work-related goals, being motivated and accepting responsibility their own actions.

EXPERIENCE, QUALIFICATIONS & REGISTRATIONS

- Tertiary qualification in Education (required).
- Strong background in arts pedagogy.
- Demonstrated experience in curriculum mapping, and co-design with educators.
- Experience delivering professional learning for teachers in arts education.
- Experience managing staff and/or teams of Teaching Artists or educators.
- Some interstate travel is required to visit schools and programs in other states and territories.
- Current Working with Children Check (WWCC) or State Teacher Registration. Some programs may also require a Police Check.
- High level written, verbal and presentation communication skills.

CHILD SAFETY

All staff at the Song Room have an obligation to always ensure child safety is paramount and report any concerns they have, in line with our duty of care obligations. You will be required to always have a current working with children check or similar The Song Room has zero tolerance when it comes to abuse of any kind and will take disciplinary action, including and up to termination of employment, should we determine that abuse has taken place or there has been a failure to report any suspected or alleged abuse.

As a child safe organisation, we commit to:

- educating everyone involved in our organisation about what it means to be a child safe organisation, so that we can prevent, detect and effectively respond to child abuse
- making sure everyone involved in our organisation knows how to appropriately respond to complaints, allegations, disclosures and breaches to our Child Safe Code of Conduct
- welcoming feedback to continuously improve our child safe policies, procedures and practices

DIVERSITY AND INCLUSION

At The Song Room, diversity and inclusion are integral to our mission. We believe that our workforce should reflect the rich diversity of the Australian community. We embrace difference and diversity of identity, experience and thought, and we actively strive to create an inclusive workplace that encourages a sense of belonging.

We acknowledge the traditional owners of the lands on which we work, create and learn. The Song Room's head office is located on lands of the Wurundjeri Woi Wurrung peoples of the Eastern Kulin nation.

The Song Room operates within a flexible hybrid-working model in accordance with its current policy. Position descriptions may be amended from time-to-time by The Song Room to meet its changing requirements.