

Responsible to:	Upper School Senior Leader; the Principal holds overall responsibility for the school
Functional Relationships:	Students, School staff, College; Service Managers, House Managers and their teams; Therapists; Farm Manager and staff; Property Services; General Manager and members of the Leadership, HR/Payroll, IT, Finance and administration teams
External Relationships:	Families/Whānau and caregivers of the students; health professionals; contractors and their workforce; suppliers; service providers; councils and agencies (as applicable)
Location:	Based at the Hōhepa school in Hawke's Bay; the role may include travel in the area and between Hōhepa Hawke's Bay sites

SCOPE OF RESPONSIBILITIES

Hōhepa Hawke's Bay provides 24 hour / 7 days a week care for children and adults with intellectual and developmental disabilities, based on Anthroposophical Principles of inclusive social development (Dr. Rudolf Steiner). We strive to make sure our practices are in line with Te Ao Māori – through the anthroposophical approach to farming, the holistic view of human development and the acknowledgement of the spiritual world at Hōhepa.

Hōhepa has two main sites, in Clive (Adult Services – residential homes, day activities; Farm – horticulture, dairy, cheesery; Shop; Administration office), and Poraiti (Tamariki and Rangatahi Services – residential homes and school; Farm).

The Music Therapist's role is to provide a high-quality Music Therapy service, including individual and group therapeutic sessions. The perspective of the understanding of the human being brought by Rudolf Steiner should inform the work. (Personal study will be expected in this area, and attendance at courses and workshops etc.)

MAIN PURPOSE OF THE JOB

The Music Therapist will be expected to support their team and organisation to provide a high-quality service which is centred on the learning needs of the students, reflecting cultural, family and trans-disciplinary needs and goals and ensuring that the values and philosophies of Hōhepa School are maintained at all times.

The Music Therapist will achieve this by working as a member of the therapy/teacher team of Hōhepa School. He/she will work using his/her own initiative with supervision and support available from the Senior Team.

Work may be in various settings throughout the school, providing 1:1 therapies and group work to meet the learning needs of each student.

KEY RESPONSIBILITIES

- Provide individual Music Therapy sessions for people we support
- Provide group music sessions for a range of small class groups
- Collaborate alongside a therapy team to plan and deepen knowledge of our Tamariki, pedagogy, and to identify which children are a priority for music therapy sessions
- Communicate effectively as a member of a cohesive team with Teachers, Teacher Aides and other Therapists and nurses (as applicable), focusing on the needs and wellbeing of the people we support.
- Support Hōhepa Festivals by leading the songs and music relating to these events

ANTHROPOSOPHICAL MUSIC THERAPY – Referrals & Outcomes

Music Therapy is offered to the people we support at Hōhepa in a one-to-one setting or as groups as part of the Special Character provision.

Referrals are made for a number of possible reasons for example: increased anxiety, sleep disturbance, feeling low, disruptive behaviour patterns, listlessness and failure to thrive. Other reasons include a person's particular interest or ability in art, enjoyment of art, wish to improve artistic skills.

As a result of music therapy sessions changes can be expected, such as:

- Improved mood and emotional well-being.
- Improvement in self-esteem.
- Decreased anxiety levels.
- More positive behavioural patterns.
- Improved range of motor skills and perception.
- Better orientation and stability within the person and in space and time
- Widened fields of interests.
- Increased artistic ability.
- Acceptance of their own biography.

Music Therapist in a one-to-one setting creates a trusting relationship, resulting in the person being able to experience emotional growth. Emotional issues can be processed, their biography can be illumined, personal projects can be created or a therapeutic story contemplated.

Data Protection and Confidentiality

The Music Therapist will ensure that personal data is protected and securely held. It is the responsibility of all staff whose jobs requires them to record information to ensure that the data gathered is of high quality and that information is recorded correctly and in a timely manner.

All employees are required to observe the strictest confidence with regard to any people we support information that they may have access to, or accidentally gain knowledge of, in the course of their duties.

You are required not to disclose any confidential information either during or after your employment with Hōhepa other than in accordance with the relevant professional codes.

CORE COMPETENCIES FOR STAFF

<p>Participating and Contributing – <i>demonstrating the ability to respond appropriately as a group member and to make connections to others.</i></p>	
<ul style="list-style-type: none"> • Supports and models the school's values at all times • Support students/ākonga to help them succeed and develop independence with their learning. • Supports and assists students/ākonga even when they are reluctant to participate, helping them to overcome learning difficulties/barriers. • Does what is right and takes responsibility for own actions • Understands the concept of work / life balance 	<ul style="list-style-type: none"> • Identifies and participates in learning opportunities as appropriate for personal development • Accepts and manages personal responses to change in a positive manner • Works collaboratively as a team member
<p>Thinking and Communicating – <i>using creative, critical, and reflective processes to make sense of and question information, experiences and ideas.</i></p>	
<p>Verbal</p> <ul style="list-style-type: none"> • Conveys simple information clearly, logically and accurately especially for students/ākonga • Listens and asks questions to maximise understanding • Understands the differing communication styles required when dealing with students/ākonga and staff • Actively listens to what others have to say • Uses relevant verbal and non-verbal clues to check for understanding • Uses the communication tools/approaches (e.g. PECS) that are familiar to the student/ākonga. 	<p>Written</p> <ul style="list-style-type: none"> • Writes in an appropriate manner so material is easily understood • Written work is accurate <p>Problem solving</p> <ul style="list-style-type: none"> • Collects data relevant to the issue • Completes analysis of data • Consults/seek assistance when necessary • Keeps appropriate people informed during the decision making process
<p>Managing self – <i>being responsible for the delivery of the work requirements and maintaining ethical standards.</i></p>	
<ul style="list-style-type: none"> • Accepts ownership for delivering to commitments • Uses time productively • Has a 'can do' attitude • Establishes systems and method or organising resources 	<ul style="list-style-type: none"> • Checks for agreement and approval before acting and seeks clarification or assistance when required • Is aware of the effects their words and attitudes have on others • Maintains own well-being • Successfully adapts to change

- Plans and organises tasks on a day-to-day basis to achieve results

Relating to others – *achieves objectives through working as part of a team, freely sharing knowledge and using others' strengths.*

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| <ul style="list-style-type: none">• Actively builds positive and productive working relationships• Offers to assist others• Tells the truth while being mindful of the feelings of others• Builds personal credibility with students• Is approachable, open, non-defensive and transparent in dealing with others | <ul style="list-style-type: none">• Shares relevant knowledge with others• Does not listen to or spread rumour about others• Accepts constructive criticism and learns from it• Shares credit with others |
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General Conditions of Employment

Any offer of employment will be subject to a satisfactory Police Clearance and NGOCV check. Hōhepa takes up a police vetting report and NGOCV check on all employees at the start of employment and then every two years. If you are convicted of an offence after being employed by Hōhepa it is important that you declare this promptly; if an undeclared conviction or critical concern shows up on a future police report/NGOCV check, this could be regarded as a breach of trust and may lead to disciplinary action including potential dismissal.

You confirm that you have the right to work in New Zealand and agree to provide documentary proof (eg through a birth certificate or passport).

Smoking, Drugs and Alcohol:

All Hōhepa premises, including the Hōhepa School (and grounds) and vehicles, are smoke-free environments, and if you accept employment you guarantee that you **will not smoke** (even during break times) on the premises and in vans at any time.

This is a **safety-critical role**. You must agree to attend work **free of any adverse effects of alcohol or drugs** (including illegal drugs and similar substances); the way this is assessed is that a drug test would be negative. You must consent to pre-employment testing, then random testing if you are employed.

Annual leave:

Annual leave is to be taken during school term holidays. (Work will be available during school holidays when you are not on annual leave – this will include working with residential staff, activities in the school or houses, work with individual tamariki and rangatahi).

Cell phones:

Mobile phones are not to be used during work time. You agree to have your cell phone switched off and safely stored away at work, except during break times when not on duty. Under special circumstances, e.g. incidental family circumstances, you may seek prior approval from your manager to have your cell phone switched on.

Review of job description:

As with all Hōhepa job descriptions, the contents of this JD will be kept under review and will be subject to change, in the light of experience. Any substantial changes will be discussed with you before being implemented; however you are required to work flexibly and accept that any JD is an indicator only – you agree to any reasonable duties that are asked of you.