



## Position Description

<b>Position:</b>	Jazz Teacher
<b>Department:</b>	Upper School - Music Department
<b>Location:</b>	Kellner Performing Arts Center (PAC) Milton Academy Campus, Milton, MA
<b>Hours:</b>	Full-time with the flexibility to work nights and weekends
<b>FLSA:</b>	Exempt
<b>Classification:</b>	Faculty (Academic Year)

Milton Academy is an independent college preparatory K–12 school, boarding and day in grades 9–12, located just outside of Boston.

Milton Academy cultivates in our students a passion for learning and a respect for others. Milton students grow by developing their own identities, learning from and listening to the lived experiences of others, and living and working among peers whose differences they accept with respect and care.

In our ongoing work to create an environment that confronts bias, injustice, and bigotry, we encourage each other to be open to learning, explore our histories and identities, and seek to understand the world around us with a critical lens. At Milton, we prepare students to partner with their future communities to create a more just world, and to have the courage to speak up and live by our motto, “Dare to be true.”

### Summary of Position:

The Upper School Jazz teacher plays a crucial role in leading the jazz program, offering innovative approaches to music education. The individual should be able to teach a wide range of topics such as creative improvisational music, digital music production, music theory and composition, the historical context of jazz, ensemble skills, and jazz appreciation and critique. The role involves developing and continuously reviewing course materials, teaching a variety of musical instruments, integrating technology with music, and adopting a versatile approach to music education. As the director of the jazz program, this position is also responsible for the facilitation of masterclasses and guest artists, jazz-related community outreach, performances, and trips. The teacher would also work in collaboration with other music department ensembles as well as across K-12 divisions.

Other faculty member responsibilities at Milton Academy encompass advising, community, and residential life activities, among others. Please see the full job description for more information.

For 2024-25, the school seeks candidates who could contribute to the broader student experience, from co-curricular to athletic to residential life programming. Residential housing for the next school year is available. Strong candidates committed to living on campus may receive preference.

## **Essential Functions and Responsibilities:**

### **Teaching and Curriculum**

- Manage the jazz program's vision and strategy, ensuring its alignment with the broader objectives of the music department and the school.
- Develop and lead the high school jazz curriculum, ensuring that its scope includes diverse musical genres, including the evolutionary history of jazz and improvisational music.
- Teach across various aspects of the music curriculum, including creative improvisational music, digital music production, music theory and composition, the historical context of jazz, ensemble skills, and jazz appreciation and critique.
- Instruct and mentor students in playing musical instruments, fostering their musical skills, appreciation and love for music.
- Seamlessly incorporate technology into music education, leveraging digital tools and platforms for innovative learning experiences.
- Stay informed about the latest developments in [department name] education, trends, and innovations, and incorporate these into the program.
- Learn about diversity, equity, and inclusion in education; incorporate related principles when designing curriculum, teaching, and engaging with students.
- Collaborate with colleagues to develop cross-disciplinary projects and initiatives, including collaborating with the middle school division on curriculum and instruction related to jazz.
- Actively support students, providing mentorship and academic guidance.
- Assess and evaluate student performance through assignments, projects, and exams.
- Generate timely and comprehensive comments for each student, providing a well-rounded perspective on their academic performance.
- Communicate effectively with students, parents, and colleagues regarding academic progress.

### **Jazz-specific Co-Curricular and Community Activities**

- Collaborate with students, faculty, the music department, and the community to host musical events, performances, and workshops, including with guest artists and master classes.
- Oversee co-curricular activities that reflect the evolving landscape of music education; create and evolve new co-curricular programming as applicable.
- Build and maintain relationships with external organizations and network to actively participate in musical events beyond the Milton community.

## **Advising**

- Serve as an advisor to a group of up to nine students, engaging in advisor meetings each week.
- Connect, support, communicate, encourage, and celebrate each advisee
  - Facilitate students' social-emotional learning and growth in alignment with all school programming through small group meetings.
  - Build deep relationships with each advisee and assist them in navigating challenges they may encounter.
  - Form relationships with and act as a liaison between the school and advisee families; serve as the first point of contact between the school and families.
- Read and be familiar with all relevant materials, most importantly the Student Handbook and the sections of the US Faculty Handbook on academic regulations and diploma requirements.
- Be informed about course offerings for the following year and help each advisee select programs that are challenging and appropriate, as well as areas of special interest.
- Review each advisee's grades and comments.
- Craft formal advisor reports for each advisee two times per year, offering overarching perspectives on their progress, and acknowledging a broader view of their academic and community achievements at Milton.
- Should an advisee need additional support in a particular area, be in steady contact with the advisee's teachers, administrators, and/or other committees as needed.
- Attend all upper school student required weekly assemblies, programming, and special events (e.g., community service day, pep rallies).
- Attend class trips, retreats, and social events arranged by the director of student activities or the class dean.

## **Community**

- Be a visible, accessible presence around campus.
- Contribute to creating a positive community culture that ensures students are heard, seen, valued, and cared for.
- Share in the enforcement of our expectations for students.
- Actively participate in greater community enrichment activities, such as advising a student activity, acting as a faculty sponsor to a student club, coaching an athletic team, leading an intramural sport or acting as an affinity group advisor.
- Complete all chaperone and/or supervisory duty, as assigned; lead and facilitate weekend programming / activities and supervise recreational activities both on and off campus.

## **Residential Life (if residing in on-campus housing)**

- Act as a mentor and role model in all areas of the residential program, demonstrating a commitment to the success of each student, especially in the areas of social and emotional development.
- Contribute to creating a positive community culture within the dorms that ensures students are heard, seen, valued, and cared for.
- Be on call (on duty) as a dorm parent in a residential dorm once a week and on rotational weekends and ensure that all responsibilities and rules outlined in the faculty handbook around dorm supervision are adhered to.

- Facilitate and oversee programming when on duty and supervise recreational activities as assigned.
- Communicate regularly with other house staff as an opportunity to check in about the students in the dorm.
- Attend at least two dinners per week with the dorm community.

### **Other Professional Expectations and Responsibilities**

- Work cooperatively with students, parents, peers, administration, and community members.
- Act in a manner that is respectful, generous toward others, supportive of colleagues, and based in a belief in the competence and good intentions of all members of the community.
- Communicate openly and promptly, supporting colleagues, students, and the integrity of the institution in conversations with students and parents.
- Create and maintain classroom and campus environments that are open and flexible, reflecting the school's values related to diversity, equity, and belonging.
- Strive to grow and improve professionally, demonstrating a commitment to continuing professional development in alignment with the upper school's growth statements.
- Exhibit skills in collaborative problem-solving, critical thinking, and teamwork.
- Meet deadlines.
- Attend all school-wide, divisional, and faculty meetings and events and serve on committees as required.
- Prepare for and participate in opening of school programming, family visit days, graduation, and all other key student/family moments that are part of the school calendar.
- Complete school-required training.
- Abide by the school's policies and procedures as outlined in the provided handbooks.
- Communicate with the appropriate supervisor when unable to meet any professional obligation.

**Supervision to be received:** Supervised by the Music Department Chair.

**Supervision to be exercised:** None.

### **Education/Certification/Licensure**

**Required:** A bachelor's degree in music education or a related field

**Preferred:** A master's degree in music education or a related field

### **Experience**

**Required:** A minimum of three years of proven experience in teaching and performing music across various genres, with an emphasis on jazz

**Preferred:** Experience working in an independent boarding / day school

### **Competencies**

**Required:**

- Proficiency in jazz and a broader music curriculum creation and instruction.
- Proficiency in playing and teaching multiple musical instruments.
- Proficiency in integrating technology into music education.
- Excellent verbal and written communication skills.
- Demonstrated computer expertise including GoogleSuite, Microsoft word, and Adobe.
- Ability to work collaboratively with internal and external constituencies.
- Understanding of confidentiality and related issues.
- Receptive to supervision and professional development.
- Desire to be a part of a dynamic educational community.

**Physical Abilities****Required:**

- Must be able to work at a computer for up to 8 hours each day in conjunction with OSHA requirements.
- Must be able to teach in a classroom setting and use relevant instructional technology.
- Must be able to move around the Milton Academy campus without restriction.
- Must be able to lift up to 25 pounds (including: must be able to move musical equipment as necessary).

All interested internal candidates must complete an application for promotion or transfer and forward to your supervisor as soon as possible.

The essential functions and basic skills have been included in this job description; it is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This position description is subject to change at any time.

An equal opportunity employer, Milton embraces diversity and the pursuit of excellence. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race (including natural and protective hairstyle), color, sex (including pregnancy and pregnancy related condition), sexual orientation, gender identity, gender expression, religion, religious creed, physical or mental disability, age, genetic information, veteran status, ancestry, citizenship, national or ethnic origin or any other status protected by applicable law.

[LINK TO APPLY](#)

**Questions:** Please contact Bob Sinicrope at [Bob\\_Sinicrope@milton.edu](mailto:Bob_Sinicrope@milton.edu) or 617-872-7485.

## **Milton Academy Jazz Program Overview:**

In its 50th year, Milton Academy's Jazz Program has approached the learning and celebration of the African American musical art form jazz with an emphasis on learning by doing. The focus has been on small group jazz and improvisation from grades 6-12. Learning tune melodies and parts of solos from the original recordings has been a key component of the program. Emulating how a person learns to speak their native language is a significant way in which Milton students, many of whom have limited theory and instrumental skills learn to play jazz in the current courses. Currently, there are ten different Milton Academy jazz groups, nine of which meet during the school day and one that meets in the evening.

Although Milton Academy Jazz has received several individual and group national awards, auditions have not been required, and the program has welcomed all who want to explore the art of improvising. The goal has been to have fun while striving towards performances, whether they be in the classroom, on a stage, in jazz festivals, jazz education conferences and major tours. Milton's student groups have performed at dozens of International Association of Jazz Education and Jazz Education Network Conferences, 4 major European Jazz Festivals, twice at the White House and toured South Africa 13 times. They have opened for and/or performed for Eric Alexander, John Clayton, President Clinton, Aaron Goldberg (a Milton Jazz alum), Jim Hall, Dave Holland, Abdullah Ibrahim, Elvin Jones, Steve Lehman (a Milton Jazz alum), Hugh Masekela, Thelonious Monk Jr., Poncho Sanchez, James Taylor, and Victor Wooten. Milton Academy's Jazz Program has wonderful resources with access to over 2000 jazz CDs, 100 DVDs, over 1500 charts and dozens of fake books and books about the lives of jazz musicians and how to improve jazz skills.

[Photo slideshow](#)