

POSITION STATEMENT

Position:	High School Specialist – English
Employment Type:	Permanent Part-Time
Reporting to:	High School Faculty Leader
Key Relationships:	Students, Class Guardians, High School Faculty and Learning Support Staff, Administration Staff
Hours of Work:	0.5 FTE (average) Must be available Mon-Fri mornings during Main Lesson periods
Remuneration & Classification:	According to Schedules 1 and 2 of the Willunga Waldorf School Enterprise Agreement 2022

POSITION SUMMARY

The **High School Specialist – English** will be responsible for implementing the specialist English curriculum across the classes they teach in the high school, in consultation with and as ratified by the Head of School.

This requires a good knowledge of the curriculum indications not only for that subject but also for the broad subject areas, particularly within the year levels taught. An overview of the Waldorf/Steiner curriculum is required to see the complete picture and understand how one's own subject is integrated into the whole.

KEY RESPONSIBILITIES AND CORE DUTIES

ACADEMIC

- Preparation and presentation of all subject lessons and/or main lesson blocks for the year levels concerned, as outlined in the Employment Contract.
- Follow the process for developing a program in a specialist area:
 - Willunga Waldorf School follows the Australian Steiner Curriculum Framework (ASCF), and lesson plans are accountable to this framework. If there are no guidelines for the specialist subject to date, the Specialist Teacher seeks advice and guidance on what already exists in the School for their subject and what is needed.
 - Drawing on this, the curriculum indications and their own experience and expertise in the subject, the Specialist Teacher prepares an outline of work for each year level they are teaching.
 - This outline is then shared with the Curriculum Coordinator or Faculty Leader. The Head of School is ultimately responsible for the curriculum and is the final arbiter in such matters.
- Create an inclusive, supportive, and creative environment for all students in their class, including children with extra educational needs. In certain situations, it will be necessary to work with an assistant in the classroom and liaise with outside professionals.
- Oversee timetable implications for your subject and negotiate changes where necessary.
- Marking of books and other work, promptly and in reference to the assessment guidelines.
- Assessment of students' progress, individually and as a class.
- Write reports for June and the end of the year, and be available for parent interviews relating to the reports twice a year.
- Preparing and presenting work for class parent groups, assemblies, or festivals, in consultation with other teachers.

- Preparing and presenting specialist rooms and working for and on Open Day (if relevant).
- Be available for relief teaching during non-contact time as outlined in the current Enterprise Agreement.
- Keep adequate records, including programs of work, assessments, and reports.

PASTORAL

- Help the healthy development of harmonious social relationships:
 - student to student
 - student to teacher/s
 - teacher to parents
- Organise and supervise relevant excursions or camps.
- Support the organisation and attendance of class camps and excursions whenever practicable.
- Maintain an overall responsibility for the teaching spaces.
- Participate in the teacher evaluation process.
- If/when necessary, inform yourself of the individual needs of children with special needs by:
 - Attending relevant SSP meetings
 - Attending appropriate training
 - Arranging and attending regular parent interviews with support from the Learning Support Teacher
 - Liaise with other professionals

ADMINISTRATION

- Keep accurate records of student attendance and submit them via SEQTA in a timely manner.
- Attend school for the appropriate time equivalent according to the Contract of Employment.
- Attend and participate in weekly High School Faculty meetings according to the Contract of Employment.
- Participate in class study or child study meetings where requested.
- Undertake recess and lunch duties as required.
- Undertake extra-curricular activities as required.
- Read and respond as necessary to the weekly Staff Memo.
- Be familiar with and uphold School policies and procedures.
- Contribute to the development of School policies, procedures and curriculum frameworks.
- Participate in the School's evaluation process and be available for follow up work if necessary.
- Adhere to the minimum expectations in the uptake and use of the SEQTA Suite.
- Supervise and develop a collaborative relationship with classroom assistants where relevant.
- Contribute to the planning and organisation of the January and July Conferences as required.
- Respond to requests by Administration Staff for mandatory documentation in a timely and complete manner.
- Adhere to all WHS policies and procedures, including Accident/Incident, Hazard and Near Miss Reporting.

PROFESSIONAL DEVELOPMENT

It is expected that all teachers have an ongoing Professional Learning Plan of their own, which addresses the needs of the Australian Professional Standards for Teachers.

In addition, a Specialist Teacher is expected to:

- Actively participate in the School's mentoring, self-appraisal and review processes.

- Attend the full week conference before school resumes in January, the July conference, and other school-based courses and events as required.
- Attend other conferences, courses and/or workshops relevant to their area(s) of teaching practice, as agreed with High School Faculty Leader / Head of School. The following areas are those Willunga Waldorf School considers to be most important in Professional Development:
 - Curriculum
 - Waldorf pedagogy and the underlying philosophical principles
 - Child Development
 - Inclusive teaching methodology
 - Reconciliation
 - Communication and Interpersonal Relations
 - Artistic
 - Duty of Care and Legal Issues

ACCOUNTABILITY

- Comply with all lawful policies and procedures, educational/philosophical expectations and guidelines of the School, available via the School's IT network. This includes but is not limited to yearly curriculum overviews, lesson plans, roll keeping, student records and reports, teacher appraisals and reviews.
- Comply with the lawful requirements of all relevant external regulatory authorities (e.g., the SA Teachers Registration Board, the Educational Standards Board, the Child Protection legislation and guidelines).
- High School Specialist Teachers report directly to the High School Faculty Leader.

ESSENTIAL SKILLS AND EXPERIENCE

- Sound knowledge of the Australian Steiner Curriculum Framework (desired) and the Australian Professional Teacher Standards (essential).
- Knowledge and understanding of healthy human development – particularly in the adolescent years – and the underlying philosophy of Rudolf Steiner as it relates to the Waldorf curriculum.
- Qualifications and commitment to personal and professional development in Steiner Education & Anthroposophy
- Demonstrated commitment to the pursuit of excellence in teaching young people
- Outstanding rapport with adolescents
- Demonstrated ability to openly and effectively communicate with parents/guardians
- Collegiality and ability to work flexibly within a team
- Demonstrated ability to develop, document and differentiate curriculum
- Enthusiasm for teaching in a progressive Waldorf school
- Excellent classroom management skills
- A capacity to reflect on, evaluate and improve professional knowledge and practice
- Demonstrated commitment and capacity to contribute to a broad range of school activities actively
- Awareness of contemporary educational issues
- Willingness to engage in artistic/musical/ handcraft activities as required
- Ability to maintain confidentiality
- Sound computer literacy and knowledge of MS Office Suite, and willingness to engage with school-specific software programs.

PERSONAL SKILLS / ATTRIBUTES

- Genuine interest and warmth for facilitating each student's individual learning journey in a Waldorf classroom setting
- Excellent interpersonal skills with young people
- Positive attitude and outlook
- Finding ways of meeting an individual's needs that work

- Ability to set boundaries with empathy and respect for students, colleagues and the parent community

ESSENTIAL QUALIFICATIONS/CERTIFICATES

- Appropriate tertiary teaching qualifications and experience teaching English at secondary level
- Current registration with the Teachers Registration Board of SA
- Current "not-prohibited" SA Working with Children Check
- Current RRHAN-EC training certificate
- Current Provide First Aid in an Education and Care Setting certificate

OTHER

- Follow School Policies and Procedures
- Uphold the School's vision, mission and ethos