

POSITION STATEMENT

Position:	Class Teacher – Primary School
Reporting to:	Primary School Faculty Leader
Key Relationships:	Head of School, Primary School Faculty Leader, Primary School Faculty, incl Specialist Teachers and Class Assistants, Administration Staff, Parents/Guardians, Students

POSITION SUMMARY

The **Class Teacher** will be the primary guardian and educator for a class of approximately 26 children. The Class Teacher will create an inclusive, dynamic and creative environment for all children in the class, including children with additional educational needs. They will also work closely with the other Class One teacher to support a sense of community and connection among the two Year One classes.

KEY RESPONSIBILITIES AND CORE DUTIES

ACADEMIC

- Prepare and present Main Lessons and other lessons, including form drawing, language and mathematics practice lessons, movement and games, painting/ drawing/ modelling, recorder and singing, and environmental studies. This necessitates a familiarity with the Waldorf/Steiner curriculum, including the Australian Steiner Curriculum Framework.
- Create an inclusive, supportive and creative environment for all students in the 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.
- Carry daily, weekly and seasonal rhythms.
- Liaise with Learning Support staff in relation to meeting individual students' needs.
- Work collaboratively with Class Assistants (SSOs) to maximise learning support for students.
- Liaise with Specialist Teachers/Assistants concerning their programs and student progress.
- Assess and record students' progress, both academic and social.
- Write reports on every child and be available for parent interview day twice a year, and at other times as required.
- Take responsibility for the class when specialists are absent and/or in an emergency.
- Keep required records, including programme plans and reviews, assessments and reports.

PASTORAL

- Communicate openly with parents/guardians to establish and maintain a shared responsibility for children's education and wellbeing.
- Support the development of effective relationships:
 - student to student
 - student to teacher/s
 - teacher to parents
- Undertake home visits in Class One; every family is visited prior to or during the first term.



- Organise and run class camps/excursions (in conjunction with other staff and parents).
- Prepare for and participate in Festivals.
- Organise and run a parent/teacher class meeting each term.
- Eat lunch with the class.
- Care for the physical environment, both inside the classroom and out.
- Care for the aesthetic environment, e.g. blackboard work, artistic presentation of lessons and display of children's work.
- Support and help colleagues with physical, academic and emotional resources.
- Participate in Student Support Plan meetings as required.

ADMINISTRATION

- Keep accurate records of student attendance and submit to the Front Office by 9.15 am each day.
- Attend and participate in weekly Primary Faculty and College of Teachers meetings.
- Undertake recess and lunchtime duties as required.
- Conduct interviews with parents of new students as part of the enrolment process.
- Supervise and develop a collaborative relationship with classroom assistants.
- Read and respond as necessary to the weekly Staff Memo.
- Write a fortnightly contribution to the School Newsletter.
- Contribute to the development of school policies and curriculum frameworks.
- Be familiar with and uphold School policies and procedures.
- Participate in the School's evaluation process and be available for follow-up work if necessary.
- Contribute to the planning and organisation of the January and July Conferences as required.
- Adhere to the minimum expectations in the uptake and use of the SEQTA suite.
- Respond to requests by Administration Staff for mandatory documentation in a timely and complete manner.
- Adhere to all WHS policies and procedures, including Incident/Injury, Hazard and Near Miss Reporting.

PROFESSIONAL DEVELOPMENT

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

In addition, a Class 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 as agreed with Primary 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, and 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, child protection legislation and guidelines).
- Class Teachers are ultimately accountable to the Head of School, but on a day-to-day basis work under the supervision of, and report directly to, the Primary School Faculty Leader.

ESSENTIAL SKILLS AND EXPERIENCE

- Understanding of healthy human development, founded in Anthroposophy.
- Sound knowledge of Steiner/Waldorf education and Rudolf Steiner's theories of child development.
- Sound knowledge of the Australian Steiner Curriculum Framework.
- Familiarity with a wide repertoire of games, songs, stories and verses appropriate to the primary years.
- Qualifications and commitment to personal and professional development in Steiner Education & Anthroposophy.
- Demonstrated commitment to the pursuit of excellence in teaching children.
- Outstanding rapport with students.
- Demonstrated ability to communicate openly and effectively 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 actively to a broad range of school activities.
- Awareness of contemporary educational issues.
- Artistic/musical/ handcraft skills and/or willingness to learn.
- Ability to maintain confidentiality.
- Basic 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 child's individual learning journey in a Waldorf classroom setting.
- Excellent interpersonal skills with children, parents and colleagues.
- Finding ways of meeting an individual's needs that work.
- Positive attitude and outlook.
- Ability to set boundaries with empathy and respect for students, colleagues and parent community.



ESSENTIAL QUALIFICATIONS/CERTIFICATES

- Registration with the Teachers Registration Board of SA
- Bachelor or Master of Education/Teaching (Primary School)
- Current SA Working with Children Check
- Current RRHAN-EC training certificate
- Current Provide First Aid in an Education and Care Setting certificate
- Food Handler Training certificate

OTHER

- Uphold the School's vision, mission and ethos