

POSITION STATEMENT

Position:	Primary School Specialist Teacher - Spanish
Appointment Type:	Permanent part-time
Reporting to:	Primary School Faculty Leader
Key Relationships:	Students, Class Teachers, Class Assistants, Primary School Faculty Leader, Primary School Faculty, Administration Staff
Remuneration & Classification:	In accordance with current Willunga Waldorf School Enterprise Agreement

POSITION SUMMARY

The **Primary School Specialist Teacher - Spanish** will be responsible for implementing the Spanish curriculum across the primary and middle school years, i.e. classes 1 to 7, in consultation with and supporting the Class Teachers as needed. This requires a good knowledge of the overall Steiner/Waldorf curriculum indications within each year level taught so they can see how non-English language education is integrated into the whole.

KEY RESPONSIBILITIES AND CORE DUTIES

ACADEMIC

- Preparation and presentation of all subject lessons across the relevant Primary School year levels.
- The process for developing a program in a specialist area is as follows:
 - WWS follows the Australian Steiner Curriculum Framework 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 exists already 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, they prepare an outline of work for each year level they are teaching.
 - This outline is then shared with the 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/or liaise with outside professionals.
- Liaise with Learning Support staff in relation to meeting individual students' needs, as required.
- Actively implement the School's Reconciliation Action Plan (RAP) as part of lesson planning and delivery.
- Work collaboratively with Class Assistants (SSOs) to maximise learning support for students, as required.
- Liaise with Class Teachers concerning their programs and student progress.
- Oversee timetable implications for their subject and negotiate changes where necessary.
- Marking of books and other work in a timely manner and in reference to the assessment guidelines.
- Assessment of students' progress in their subject area, both individually and as a class.
- Write reports for June and end-of-year, and submit to the School Office Supervisor by the required deadline for checking and distribution.

- Attend parent-teacher interviews.
- Prepare and present work for class parent groups, assemblies or festivals, in consultation with other teachers.
- Prepare and present specialist rooms and work for/on Open Day, as required.
- Be available for relief teaching as outlined in the School's current Enterprise Agreement.
- Keep accurate and adequate records, including but not limited to programs of work, assessments and reports.

PASTORAL

- Help healthy development of harmonious social relationships:
 - student to student
 - student to teacher/s
 - teacher to parents
- Organise and supervise relevant excursions, as required.
- Support the organisation and attendance of class camps and excursions whenever practicable.
- Maintain 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 to the Front Office in a timely manner.
- Attend and participate in weekly Primary School Faculty meetings in accordance with current FTE.
- Participate in class study or child study meetings, as required.
- Attend and participate in the School's biannual conferences; contribute to their planning and organisation, as required.
- Undertake recess and lunch duties, as required.
- Undertake extracurricular activities, as required.
- 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 School's IT systems.
- Supervise and develop a collaborative relationship with classroom assistants where relevant.
- 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 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 the 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, teacher appraisals and reviews.
- Comply with lawful requirements by all relevant external regulatory authorities (e.g. SA Teachers Registration Board, Educational Standards Board, Child Protection legislation and guidelines)
- Primary School Specialist Teachers report to the Primary School Faculty Leader on a day-to-day basis and are ultimately accountable to the Head of School.

ESSENTIAL SKILLS AND EXPERIENCE

- Classroom experience teaching Spanish as a foreign language using artistic, play-based/experiential and multi-sensory methods
- Native or near-native Spanish proficiency, with authentic pronunciation, cultural knowledge, and familiarity with Latin American/Spanish traditions
- Knowledge and understanding of human development and the underlying philosophy of Rudolf Steiner as it relates to the Waldorf curriculum, particularly in the primary years
- Sound knowledge of the Australian Steiner Curriculum Framework (ASFC) and the Australian Professional Standards for Teacher (APST)
- Demonstrated commitment to the pursuit of excellence in teaching children and young people
- Demonstrated ability to develop, document and differentiate curriculum
- Excellent classroom management skills
- Experience teaching neurodiverse students and students with additional needs
- Demonstrated commitment to ongoing professional development, both in language teaching and in Steiner/Waldorf education and Anthroposophy
- Demonstrated capacity to reflect on, evaluate and improve professional knowledge and practice
- Commitment to Reconciliation
- Awareness of contemporary educational issues
- Enthusiasm for teaching in a progressive Waldorf school
- Demonstrated commitment to contribute actively to a broad range of school activities
- 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 child's individual learning journey in a Waldorf classroom setting
- Generally positive attitude and outlook
- Excellent organisational and time management skills
- Excellent interpersonal and communication skills with children and young people, colleagues and parents
- Ability to set boundaries with empathy and respect for students, colleagues and parent community

ESSENTIAL QUALIFICATIONS/CERTIFICATES

- Relevant tertiary degree
- Registration with the Teachers Registration Board of SA
- Current "not prohibit" 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

ROLE REVIEW

- The requirements of the role will be reviewed on an annual basis.