

ROLE DESCRIPTION – SAMFORD VALLEY STEINER SCHOOL

POSITION DETAILS	Position Title	PRIMARY SCHOOL TEACHER
	Area	Primary School
	Position Reports to	Faculty Director/s
	Role Location	Brisbane (Samford)
	Key Role Relationships	Faculty Director/s School Director Teaching staff All Staff, whole school community (staff, parents, students, interested and active parties)

"Receive the child with reverence, educate them with love, send them forth in freedom"
R. Steiner

ROLE CONTEXT	<p>The Samford Valley Steiner School (SVSS) has experienced considerable growth since its inception in 1987. This growth has included a High School operating since 2006, significant capital works, an increase in both students and staff and, importantly, a change of focus from pre- and primary education to 'whole school'.</p> <p>The School has recently undergone a restructure and a re-focusing of some key roles, requiring a more conscious focus on Anthroposophy as a core element of the School's functioning. Central to this is the redefined role of the College of Teachers (CoT), which develops the pedagogical direction and vision from a deep understanding of Steiner's indications and child development perspective. Working collaboratively with the Faculty Director whose role is to lead and empower staff in the provision and delivery of a consistent Steiner curriculum, Class Teachers creatively translate this vision and direction into observable and practical actions in a way which engages and develops students.</p>
ROLE PURPOSE	<p>Working with the pedagogical vision developed by the CoT and within the guidelines of the National Curriculum, the Primary School Teacher works creatively to plan, implement and monitor a quality educational program for all children, grounded solidly in the philosophy and principles of Steiner Education.</p> <p>The Primary School (or Class) Teacher works collaboratively with their peers across the School, developing and enhancing a consistent curriculum which is delivered with creative freedom; approaching subjects through the realm of art, music, imagination and the oral tradition and seeking to find fresh connections with their subject matter. The Class Teacher is accountable for all areas of teaching and pastoral care for their specific class, working with the specialist teachers and with conscious awareness of the needs of the children and the role of parents and guardians in their child's education. Class Teachers have a strong commitment to and understanding of duty of care, participate actively in the life of the School community, and are committed to ongoing individual and collaborative professional development.</p>
	<p>Duty of Care</p> <p>Ensure the good physical and mental health and safety of children at the School through maintaining a thorough understanding of School policies and procedures (including the Social Health and Well Being Policy), as well as knowledge of and compliance with emergency and accident procedures, undertaking all actions necessary and holding a conscious awareness of real and potential safety concerns.</p>

KEY ACCOUNTABILITIES

Teaching and Learning

Develop and provide a well-prepared, age-related and imaginatively presented teaching and learning program for all students in the class, consistent with the School's curriculum and working collaboratively with specialist teachers and support personnel, in order to encourage and support the holistic development of all students.

Develop and maintain a high standard of aesthetic presentation, a tidy and organised classroom and surrounds, and a sensitive social atmosphere within the classroom and the School which supports positive behaviour and the inclusivity of all students.

Plan and apply behaviour management strategies, including prompt and supportive responses to inappropriate behaviour, which contribute to the establishment and maintenance of a supportive learning environment consistent with School policies.

Document, assess and report on student progress (academic, social, emotional and physical) so that the teaching and learning program can remain relevant through timely and applicable adjustments and so that appropriate and comprehensive feedback can be provided to parents and guardians in line with the School's reporting policies.

Proactively contribute to the nurturing and supportive environment of the whole School through willing participation in regular school responsibilities (e.g. playground duty, relief teaching), actively engaging in school related activities (e.g. story at Assembly), contributing to other classes according to personal skills and interests, and getting to know children and parents from other classes.

Management, Administration and Community Participation

Actively participate in all administrative requirements of the role, including managing individual budgets and resources, assisting in the effective placement of children in the School and establishing a working knowledge of relevant School policies and procedures, so that day to day operations in the class run smoothly and effectively. Organise termly class meetings, parent/teacher interviews at least one per semester and write biannual student reports. Engage in new student interviews as organised by the enrolment officer.

Utilise a range of regular and effective communication and consultative strategies, including parent-teacher interviews and information nights, to ensure that Teacher Aides, parents and volunteers understand the philosophy and principles of Steiner education, implications for program implementation within the class and how they can best support children within the school environment and in family life.

Strengthen the collegiate and supportive nature of the School by working collaboratively with staff on School-wide issues, including contributing to the development, implementation and evaluation of School plans, policies and procedures.

Enhance and strengthen the community life of the School by actively preparing for and participating in Festivals, Open Days, forums and other School events.

Professional Conduct and Development

Proactively seek and participate in continuing professional development activities, including peer and mentor support and coaching, Faculty of Teachers meetings, the festival life and all School-based in-service activities, in order to establish and maintain a high level of professional knowledge and expertise.

Strengthen parent and community confidence in the School by working within professional guidelines and responsibilities at all times, with due consideration and awareness of issues of sensitivity and confidentiality, maintaining good rapport with parents and guardians, and with appropriate duty of care toward fellow colleagues.

Approval:	Teacher:	Faculty Director:
	Name: _____	Name: _____
	Signature: _____	Signature: _____
	Date: _____	Date: _____
Received By HR/ Admin:	Signature: _____ Date: _____	