



Application Package

High School Teacher Science (Chemistry, Biology)

Thank you for your interest in applying for the role of High School Science Teacher at Samford Valley Steiner School. This is a Fixed Term Part Time position commencing Semester 2, with a review to be an ongoing role into 2025, while a staff member takes parental care leave.

The aim of this Application Package is to help you understand the selection process so that you can present your best case for appointment. The basis for selection is the relative merit of each applicant in relation to the role description and the selection criteria outlined below.

Short listed applicants will be contacted by email or phone and will be required to attend a face-to-face interview. Only shortlisted applicants will be contacted.

This package is composed of information about the position, application instructions and the role description.

Please read this application package carefully before seeking further information.

Yours sincerely,

Carla Deiana

High School Director

hsdirector@samfordsteiner.qld.edu.au

Our Vision

Advancing social and cultural renewal through sound anthroposophical application.

Our Values

Samford Valley Steiner School values excellence in education based on honesty, tolerance, reverence, responsibility and hard work.

Core Principals

- SVSS values teachers' inner willingness to teach out of Steiner's human developmental picture in order to deliver a living pedagogy.
- SVSS teachers deliver a rigorous and balanced curriculum through the inclusion of the arts, movement and academics; inspired by the unique nature of the main lesson.
- Professional development in the light of anthroposophy is provided and expected to be pursued with an ongoing commitment.
- Staff and students learn through lived experiences in a beautiful and nurturing natural and built environment.
- SVSS's structure provides a stable framework through collaborative heart leadership.
- SVSS values and respects the uniqueness and dignity of each student, nurturing and supporting each individual's potential to emerge as a resilient, ethical human being.
- Clear, transparent communication which fosters warm, caring relationships and recognises individual contributions, encouraging community growth.

Qualifications

Essential qualifications:



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- Teacher Registration with Queensland College of Teachers/or/ A current Blue Card with the Queensland Blue Card Services

Highly regarded:

- Experience or training in teaching the Steiner curriculum and main lessons.
- Knowledge of the Australian Steiner Curriculum Framework

Remuneration

As per *Samford Valley Steiner School Enterprise Agreement 2022* dependant on experience and qualifications.

Please view the Enterprise Agreement which contains remuneration information on the Australian Fair Work Commission's website: [list reference in EA and page number/s e.g. Schedule A Teachers, page 74]

<https://www.fwc.gov.au/document-search/view/3/aHR0cHM6Ly9zYXNyY2RhZGFwcmRhdWVhYS5ibG9iLmNvcmlzZW50ZXJwcmVibWVudHMvMjAyMi83L0FFNTE2NTI5LnBkZg?sid=&q=Samford%24%24valley%24%24Steiner%24%24school%24%24enterprise%24%24agreement%24%242022>

Hours of Duty

Tuesday, Thursday & Friday 8am-4pm (22.5 Hours per week)

Probation

There is a 6-month probationary period.

How to Apply

Your application should include:

1. Cover Letter

Please provide a tailored cover letter introducing yourself and explaining your interest in the position. Highlight your relevant skills, experiences, and accomplishments that make you a strong candidate for the role. The cover letter should not exceed one page.

2. Response to Selection Criteria

We kindly request you to address the following selection criteria. Please provide detailed responses, citing specific examples from your past experiences that demonstrate how you meet each criterion. The response to selection criteria should be structured separately from your cover letter and should not exceed two pages in total.

1. *An understanding of child development as described by Rudolf Steiner and a commitment to professional learning and inner development through anthroposophical studies and artistic activities.*
2. *An ability to develop positive and professional relationships with students, parents and colleagues.*
3. *Strong Science knowledge appropriate for high school curriculum from 7 to 10 and an understanding of the phenomenological approach in relation to teaching and learning in science.*
4. *Demonstrated knowledge of QCT professional standards including the ability to implement and contribute to the design of curriculum programs consistent with their intent.*



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5. *An understanding of how students learn and effective classroom teaching strategies and the capacity to work with colleagues to continually improve teaching and learning.*
6. *Ability to program, assess and write reports on student progress.*
7. *An ability to work collegially and a willingness to actively participate in and contribute to the cultural and festival life of the school.*
8. *Excellent organisational, communication and interpersonal skills.*

3. CV/Resume

Attach your updated CV/Resume outlining your educational background, work experience, key achievements, and any relevant certifications or awards. Ensure that your CV/Resume is well-organised and easy to read. If you have a portfolio or any additional materials that showcase your work, you are welcome to include them as well. Please include the names, positions and contact numbers for two referees who can comment on your suitability for the position.

Submission Instructions:

Please email your application in a PDF format to workwithus@samfordsteiner.qld.edu.au marked *Confidential – High School Science Teacher*

Closing Date

We encourage submission asap, as applications will be reviewed as received until the position is filled.

Please note that this position may be reviewed and filled prior to the stated deadline. Therefore, we encourage interested applicants to submit their applications as soon as possible. Early submissions will not be disadvantaged and will receive equal consideration.



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Role Description

High School Teacher Science (Chemistry, Biology)

Area: High School Classes 7-12

Reports to: High School Director, School Director

Key Role Relationship: Learning Enrichment Team, Faculty Directors, School Director, Wellbeing Officer
College of Teachers (CoT), Students, Families, Staff

Role Context:

The Samford Valley Steiner School (SVSS) has experienced considerable growth since its inception in 1987, most notably over the past six years. 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'.

Anthroposophy and the developmental picture of the human being is the underpinning of Steiner Education philosophy. The school has a Senior Leader Team consisting of the School Director, Early Childhood Director, Primary School Director, High School Director, Economic Development Manager and the Chairperson 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. Teachers creatively translate this vision and direction into observable and practical actions in a way which engages and develops students.

Working collaboratively with and under the direction of the High School Director, The High School Teacher will support the delivery of a consistent Steiner curriculum. The High School Teacher must be willing to learn, engage and work from our Vision and Core Principles at Samford Valley Steiner School.

<https://www.samfordsteiner.qld.edu.au/about-us/vision/>

Role Purpose:

The Secondary School (or High School) Teacher works collaboratively with his/her 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 the subject matter. The High School Teacher is accountable for pastoral care for their Guardian class and all areas of teaching for their classes across the High School, 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. High School 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 as required.

Science has had a huge influence on modern life in three main areas;

1. Our technological, natural and social environments
2. Our cultural development and collective world conception
3. Our individual development in critical and abstract thinking

Our Science curriculum encompasses these influences and unfolds in time for the students over the five years of high school, building a natural science curriculum linking other curriculum areas. The students learn phenomenologically, meaning they experience first and work towards understanding.

The ability to develop well informed creative ideas and apply critical thinking in the scientific arena is increasingly important in our modern world.

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

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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 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. Morning Circle), contributing to other classes according to personal skills and interests, and getting to know children and parents from other classes.
- Ensure the physical environment, laboratory equipment are maintained and kept in good order.

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.
- Utilise a range of 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, Class Camps, Excursions, 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 Teacher's 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 always working within professional guidelines and responsibilities, 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.

Duty of Care

- 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.

Compliance Responsibilities

- All staff are required to comply with all of the policies, procedures and requirements of Samford Valley Steiner School including the:
- Code of Conduct



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- Risk management – report identified hazards that may pose a risk to employees or the public, and/or may give rise to an insurance claim, taking into consideration the risk for safety, security, vandalism, burglary/theft and fire/arson
- Occupational health and safety – take reasonable care to protect their own health and safety and the health and safety of others in the workplace – it is a requirement to immediately report any incidents, hazards or near misses to the relevant supervisor and actively participate in hazard elimination where required.