



Job description: Subject Teacher

- To provide a balanced curriculum and maintain progress of all class members in the subject at a pace suitable to their age and development and with regard to the School's curriculum
- A subject Teacher is responsible for adequate preparation and planning of all their subject lessons for each year group.
- The Subject Teacher is responsible for adequate record-keeping of the progress of the children in their subject lessons for each year group.
- Preparation of student reports, one written learning update and one annual report for each child.
- Subject Teachers are expected to assist Class Teachers with Class parents' evenings/ afternoons usually twice per year (in classes I-IV).
- Subject teachers are expected to have one parents evening per year for classes V-VIII and be able to talk about the progress of each child over two evenings.
- Subject Teachers are expected to work co-operatively as part of a team at all times with their teaching colleagues, administrative staff and any other volunteer helpers.
- Subject Teachers may expect to be requested to share in the work of preparation and participation in School assemblies and festivals.
- Subject Teachers are expected to participate in CPD both for themselves and others: this may involve attendance at conferences, attendance at inset training days, observing in colleagues' classrooms or hosting students or other observers.
- Subject Teachers may expect to be visited by a teaching advisor approximately every other year.
- Headteacher, senior teachers and mentor may come into the class to observe teaching.
- Subject teachers are part of our mentoring/mentee system which includes weekly or bi-weekly meeting.
- Subject Teachers are expected to attend the weekly Teacher's meeting after School hours.
- Subject Teachers may be invited to attend the weekly College Meeting or part thereof depending on experience and the discretion of the members of the College.
- Subject Teachers are expected to be at School during the holidays for approximately 6 workdays per year. These may be used for inset training, specific pedagogical strategy tasks or business and administrative tasks.
- Subject Teachers are expected to cover some break duties.
- Subject Teachers should have an understanding of the ways in which educational settings can enhance and support the development of equal opportunities for people from all groups in our society, particularly in relation to the protected characteristics.

- Subject Teachers are expected to work with SENCo and be familiar with IEP procedures
- Subject Teachers are expected to have a good understanding of policies and procedures and ensure adherence of statutory obligations (e.g. Health & Safety and safeguarding)
- Risk assessments will be required to be carried out by the Woodwork teacher and keeping the woodwork shed and tools area in order.
- Monitoring and keeping to budget
- Oversee the management of the woodwork space involving the care of tools, ordering necessary timber and consumables
- At all times, subject Teachers are obliged to respect professional confidentiality with regard to information about children, parents and Teachers at the School.

Qualifications:

Essential

- A Bachelor's Degree or its equivalent.
- Teaching experience and/or experience of working with children, either in a professional or voluntary capacity.

Desirable

- A recognised Waldorf Teacher Training certificate.
- Experience of working in your chosen subject.
- Teaching experience and/or qualification.
- Particular qualifications in this subject would be a significant advantage.
- 2 or more years' experience teaching in a Waldorf Teaching environment.
- 2 or more years' experience teaching large classes in any School environment.
- Experience and understanding of Steiner Waldorf Schools, how they work and what they strive to achieve

Person specification

- Ability to sympathise with and relate to children of all stages of development, particularly the Class years.
- Ability to observe and study children's behaviour and to creatively adapt teaching approaches to this.
- Ability to recognise and set down appropriate boundaries of behaviour and discipline in the Classroom so that high standards and good habits are maintained.



- Ability to adapt teaching to meet the needs of all pupils.
- Ability to present the subject creatively.
- Commitment to overall self-development and particularly teaching development. Ability to be open to comment and constructive criticism on one's own work.
- Ability to be organised and systematic about one's own work load; prioritising and, where appropriate, delegating tasks.
- Ability to work on own initiative and as part of a team, recognising each member's individualities while also showing willingness to compromise and adapt according to the demands of the situation.
- Ability to be flexible and co-operative under pressure of time and the multifarious demands of School life.
- Have a commitment to a deepening understanding of Anthroposophy and the principle of Steiner Waldorf Education.
- Excellent interpersonal skills – self-confidence, listening and communication skills, empathy and authority.

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.