



CHRYSALIS STEINER SCHOOL

educating the whole child

POSITION DESCRIPTION – CLASS 7 TEACHER 2025

POSITION TITLE - Teacher

PURPOSE OF THE POSITION

The role of the teacher at Chrysalis School is to provide education and care for students consistent with the indications of Rudolf Steiner.

STATEMENT OF RESPONSIBILITY

The work of the teacher will be consistent with Chrysalis School's mission, ethos and in accordance with the School's published policies and practices (including its Staff Code of Conduct).

The teacher uses appropriate knowledge and skills to ensure that students receive quality education consistent with Steiner indications, achieved through effective planning, organisation and review.

KEY PERFORMANCE INDICATORS

Mission/Ethos

Teachers at Chrysalis School understand and commit to supporting the mission and ethos of the school by:

- Ensuring that the teachings, values and practices of Steiner Education form a foundation for learning and teaching.
- Establishing positive relationships including engagement in the pastoral care of students and supporting their spiritual and moral development.
- Ensuring their classrooms are inclusive learning spaces that support the education, development and care of all students, including students with special needs up to and including those requiring an extensive level of adjustment.

Professional Practice

Teachers at Chrysalis School demonstrate effective practices in learning and teaching and support the development and maintenance of positive relationships with students and colleagues by:

- Creating a nurturing and ordered learning environment which is learner centred, supportive, cooperative and aligned with relevant curriculum policies, documents and practices.
- Collaboratively developing and implementing quality curriculum programs and appropriate pedagogy; evaluating their effectiveness; assessing and reporting student progress and learning outcomes; and reporting these to students, parents and the community.
- Implementing effective, adaptive, inclusive and equitable practices and teaching strategies.
- Proactively and collaboratively engaging in professional renewal practices to enhance student outcomes.
- Working collaboratively with the leadership team, teachers and other staff members in contributing to the professional life of the school.
- Providing effective supervision of students.

Professional Engagement

Teachers at Chrysalis School foster and develop appropriate professional relationships with parents, carers and the wider school community by:

- Valuing and supporting the distinctive role of parents and carers as partners in the learning and teaching process.
- Engaging the wider community, where appropriate, in learning and teaching programs.
- Supporting, as appropriate, the involvement of the school in special events and celebrations.
- Participating within the regularly scheduled College of Teachers meetings, consistent with their full time equivalent load.

Professional Learning

Teachers at Chrysalis School commit to maintaining currency of professional knowledge and skills and participating in the school renewal processes by:

- Using the beliefs and values of Steiner Education to evaluate learning and teaching practices.
- Maintaining and demonstrating knowledge of relevant contemporary Steiner pedagogy.

- Maintaining a high level of academic knowledge relevant to their teaching areas.
- Regularly engaging in collaborative processes through which they share knowledge of key learning areas, subjects and pedagogical approaches with colleagues.
- Actively support the mentoring and pedagogical outcomes of the School commensurate with their experience.

Special Needs Teaching

The School has identified particular student needs within the Class 7 (2025) cohort.

The Class 7 Teacher will be required to teach academic and living skills to a student with particular learning difficulties, using various techniques to promote the student's social, emotional, intellectual and physical development.

- Assessing the student's abilities and limitations with regard to intellectual, physical, social and emotional disabilities, exceptional intellectual gifts, or specific problems of language and culture.
- Planning, organising and implementing special programs to provide remedial or advanced tuition.
- Administering various forms of assessment and interpreting the results.

CO-CURRICULAR DUTIES

In addition to face to face teaching, teachers are expected to perform co-curricular duties amounting to 240 hours per year for a full time load.

All teachers are required to do co-curricular duties pro rata (including meetings, bus duties, break duties, camps, professional development, music performances, etc.). Co-curricular duties include duties during and out of regular school hours.

TEACHING BANDS

Teachers at Chrysalis are remunerated in accordance with the Independent Schools NSW/ACT Standards Model (Teachers) Multi-Enterprise Agreement 2021. In addition to meeting the key performance indicators, teachers are expected to contribute to the School consistent with their levels of accreditation and experience.

Band 3 (Experienced Teacher) teachers are expected to contribute to increasing the knowledge base of staff within Chrysalis about student learning and high quality instruction, and to assist the School define quality teacher practice. Upon attainment of Experienced Teacher accreditation, teachers become available to mentor developing teachers and to contribute to the strategic development of pedagogic outcomes for the School.

Band 2 (Proficient Teacher) teachers are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of pre service teachers.

Band 1 (Provisional Teacher) teachers are further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher band levels.

REPORTING AND OTHER RELATIONSHIPS

At Chrysalis, teachers are responsible to the Education Director through the relevant Portfolio Holder or nominated delegate. Significant relationships also exist with other members of the School Leadership Team, teachers and support staff.

Authority to act within the role and enact the duties as outlined above is delegated through and from the Education Director.

ADDITIONAL REQUIREMENTS

Professional accreditation in accordance with the requirements of the NSW Education Standards Authority (NESA) is the teacher's right and responsibility. The School supports its teachers in gaining and maintaining accreditation, however, it is the responsibility of teachers to ensure they meet the relevant requirements to teach in a NSW school, including a valid Working With Children Check (WWCC).

Teachers who lose their accreditation, or do not hold a valid WWCC, are not allowed to work as a teacher in a NSW school.