



Sunfield Specialist School

Job Description

Position:	Teacher - Rudolf Steiner Education
Post Reference No:	SF001
Responsible to:	Headteacher
Location:	Sunfield, Clent, Stourbridge

Overview

The post holder will be expected to lead the teaching of the pupils, in accordance with the Steiner-Waldorf based on the insights of Rudolf Steiner and Practical Skills Therapeutic Education (PSTE) curriculum as developed by Ruskin Mill Trust over the last 30 years. They will coordinate, lead and deliver flexible, person centered programmes of study for designated individuals and groups of young people with a diagnosis of Autistic Spectrum Condition (ASC).

The role includes responsibility for the assessment of the pupil's needs, progress monitoring, recording, evaluation and reporting as well as contributing generally to meeting the aims and ethos of Sunfield, and the wider Ruskin Mill Trust, as a whole.

The role requires the application of specialised teaching approaches for pupils with a diagnosis of ASC and other conditions, systematic planning, record keeping and the management and deployment of Teaching Assistants.

The post holder will be required to teach a range of subjects including Maths, English and ICT. However these are expected to be taught through the Steiner Waldorf curriculum.

The post holder will attend EHCP reviews and will be responsible for ensuring each pupil has an up to date and relevant Individual Education Plan that is relevant and fits with the EHCP.

Whilst the post is term time only there is an expectation that the post holder is flexible and is able to adjust hours at times to attend training, run out of school clubs or attend Inset days.

The post holder will be expected to support and embrace, articulate and work with Sunfield's vision, values and purpose which is drawn from a long history of appreciation and integration of Rudolf Steiner's insights into human development. This is braided with a practical, purposeful and therapeutic education and a homely and nurturing living environment that supports the physical, emotional and spiritual development of each child and young person who attends Sunfield. In addition Sunfield supports families and carers, and looks to advance the public understanding through education and research.

The post holder is expected to treat each person, student and staff, with dignity and respect, ensuring high aspirations are met, and contribute to shaping the learning community of the School and Home as part of Ruskin Mill Trust, always remembering that our core purpose is to improve the education and lives of our students, young people and adults.

Main responsibilities and expectations

- To demonstrate a thorough knowledge and understanding of: the needs of the pupils; relevant curriculum areas; specialised teaching approaches, including an understanding of the PSTE model and Rudolf Steiner's model of human development (or be willing to learn), and procedures for assessment, planning, recording, monitoring, evaluation and reporting.
- Be able to demonstrate consistent and effective planning of lessons, courses and individual programmes, with clear objectives to meet the needs and raise the attainment of all pupils through Practical Skills Therapeutic Education.
- Ensure that all plans continue to build on previous achievements and set challenging and aspiring targets.
- Be able to demonstrate and deliver consistent, creative and effective use of a range of appropriate strategies for teaching and behaviour support, including visual learning styles, and PSTE principles. Ensure coverage of all curriculum requirements and that IEP targets are systematically addressed and met, derived from the EHCP (where applicable).
- To support behaviour that challenges, by offering clear guidelines and boundaries to each pupil, but without creating an 'institutionalised' environment by following the any agreed behaviour support plans and the behaviour support policy.
- To assist each pupil in discovering their potential and individual talents and developing these to assist them with preparation for adult life.

- Teachers are required to undertake lunchtime supervision and eat with the pupils, using this time to support social and functional skills
- Track, assess, monitor and report on pupil progress, writing professional reports and attending meetings with parents/carers and other professionals to discuss individual pupils.
- Write and implement Individual Education Plans
- Make regular contact with parents/carers, LEAs and social workers (where applicable) to involve them in the pupil's learning and provide them with regular reports showing progress against targets.
- To work collaboratively with all members of the multi-disciplinary team and share information with team members in informal and formal situations (this includes working with the residential and clinical teams).
- To deliver lessons creatively, using the whole site and not restricting learning to the classroom.
- To build a relationship with young people, which encourages their interest and participation in education.
- To attend mandatory training.
- To identify purposeful educational training needs that will benefit personal professional development, other colleagues and/or young people
- To maintain high professional standards at all times in terms of personal behaviour and carrying out duties as a member of Sunfield and Ruskin Mill Trust.
- To reflect and evaluate on your own performance and the performance of the team
- To undertake line management, mentoring and development of Teaching Assistants and to give them direction as appropriate based on the needs of the pupils. Establish clear expectations and professional working relationships. Involve TAs, as appropriate, in lesson planning, recording and running activities and give guidance and support as required.
- Participate in supervision/training groups
- To undertake and be open to training and continuing professional development to ensure the delivery in Steiner/Waldorf methodology.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the children and young people at the School.

You will be required to carry out your duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Subject Co-ordination

If allocated to co-ordinate subject area(s):

- Manage curriculum area resources, including storage, cataloguing, accessibility and up to date information.
 - Manage and develop action plans for relevant curriculum focus areas.
 - Maintain and manage subject co-ordination folder ensuring it contains essential items.
 - Review and produce/update Schemes of Work.
 - Contribute to the production of policy and procedures as appropriate
 - To use relevant progression levels and P level descriptors (where applicable).
 - Monitor standards of teaching and learning in curriculum area, identify effective practice and areas for improvement. Implement strategies to raise standards as appropriate.
 - Keep up to date with national trends/initiatives relevant to curriculum area.
 - Keep the Headteacher/Deputy Headteacher informed through presentation/reports and discussions.
 - Have good knowledge of relevant NC and Waldorf Education programmes of study/QCA guidelines/accreditation requirements.
 - Analyse and evaluate levels of achievement and liaise with the Headteacher with regard to patterns and trends.
 - Complete necessary administration regarding external accreditation.
-
- To use an 'assessment for learning approach' as part of day to day teaching practice in order to diagnose each pupil's needs, set realistic and challenging targets for improvement and plan for future learning.
 - To promote each pupil's ability to reflect on their learning and to identify the progress they have made and to set future positive targets for improvement. This will include on-going positive feedback (both written and verbal), setting individual learning objectives targets.

Professional

- To comply and adhere to the Professional Standards for Teachers at the appropriate level (NQT, Core of Post Threshold) and maintain professional membership of the GTC (if eligible to do so) or any equivalent body.
- To maintain order and discipline among the pupils as befits a member of the teaching profession and safeguard the health and safety of the pupils engaged in authorised school activities both on and off school premises.

- To ensure their continuing personal and professional learning and development relevant to the role to ensure that they have the requisite knowledge, experience and resources to deliver excellent education.
- To achieve and maintain full accreditation in the CALM method of managing and supporting behaviour.

General

- To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
- To be responsible for promoting and safeguarding the welfare of pupils, children and vulnerable adults that you come into contact with.
- To carry out the above duties in accordance with the School's Health and Safety Policy and Child Protection Policy.
- To actively support and promote equality and diversity throughout the School.
- To work co-operatively with other staff within the School and any of its associated organisations.
- To work with the pupils as and when required.
- To comply with all the policies and procedures of the School
- To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
- To attend mandatory and statutory trainings provided by the School and the Hiram Institute as required.
- To act in a positive and supportive manner at all times projecting a positive image of the School and their associated organisations.
- To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
- May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.

All members of staff are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times.
- Nurturing pupils’ passions and interests and stimulating their intellectual curiosity.
- Continuously raising pupils’ aspirations and self esteem.
- Intentionally supporting the pupil to develop physically, emotionally, socially and academically.
- Contributing to the wider range of opportunities offered by and for the School community.
- Actively supporting and promoting the pupil voice.
- Assuming responsibility for the learning progress, including the emotional and social development, and pastoral care of a specific group of individual pupils.

Contribution

The post holder will be expected to contribute as required and uphold underpinning values and the philosophy of the School and Ruskin Mill Educational Trust at all times.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Manager’s Name: _____

Signed Manager: _____

Employee’s Name: _____

Signed employee: _____

Date: _____

PERSON SPECIFICATION
Teacher
Sunfield School

Education/Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status		X	Interview/Application form
Steiner Teacher Certificate or the Ruskin Mill Teacher Development Course Certificate (or equivalent)	X		Within two years of starting
Knowledge and Experience			
Knowledge of the current education in terms of practice and process	X		Interview/Application form
Knowledge of the Independent School Standards	X		Interview/Application form
Knowledge and understanding of Keeping Children safe in Education 2016	X		Interview/Application form
Knowledge of the National Curriculum and other programmes related to Secondary Education	X		Interview/Application form
Knowledge of the Waldorf-Steiner teaching methodology (or if no experience willingness to learn)	X		Interview/Application form
Experience of working with young people with Autistic Spectrum Condition and learning difficulties	X		Interview/Application form
Evidence of participating in the development of parent and a range of community partnerships	X		Interview/Application form

Awareness of planning programmes of study for a range of subject areas	X		Interview/Application form
Awareness of effective teaching and learning styles and assessment	X		Interview/Application form
Experience of working with behaviour that challenges	X		Interview/Application form
Experience of using restrictive physical intervention techniques		X	Interview/Application form
Experience of working with pupils with EHCPs	X		Interview/Application form
Knowledge of TEACCH and Intensive Interaction		X	Interview/Application form
Skills and abilities			
Ability to work under minimal supervision	X		Interview/Application form
Ability to build and maintain effective working relationships	X		Interview/Application form
Ability to reflect and critically appraise own performance	X		Interview/Application form
Ability to maintain accurate record keeping systems	X		Interview/Application form
Effective communication and presentation skills	X		Interview/Application form
Effective team working skills	X		Interview/Application form
Effective IT skills	X		Interview/Application form
The desire to work with a client group that may challenge and empower them to aspire, succeed and grow	X		Interview/Application form
Be able to contribute to the school development plan	X		Interview/Application form
Flexibility	X		Interview/Application form
Innovation	X		Interview/Application form
Ability to demonstrate an awareness of equality	X		Interview/Application form

issues and commitment to the aims and objectives of the policy in employment and client care and education. Able to deal fairly and equally with colleagues and young people			
Ability to cope with the physical and emotional demands of working with young people that may challenge	X		Interview/Application form
Driving licence	X		Interview/Application form

