



CASTLEMAINE STEINER SCHOOL & KINDERGARTEN

POSITION DETAILS	Position Title	Grade One Teacher (Part time, Job Share position, Ongoing)
	Area	Primary School
	Position Reports to	Teachers are responsible to the Principal through the Deputy Principal
	Role Location	The Castlemaine Steiner School & Kindergarten (CSSK) sits on Dja Dja Wurrung country on 18 acres of beautiful bushlands, approximately 5km from the township of Castlemaine. Established in 1988, CSSK is non – denominational and founded in the educational principles of Rudolf Steiner.
	Key Role Relationships	Principal, Deputy Principal and all other CSSK Staff

Statement of Commitment to Child Safety

The well-being and safety of all students is of central importance at Castlemaine Steiner School & Kindergarten (CSSK). Young people, including those of a linguistically or culturally diverse background, with a disability or who identify as Aboriginal or Torres Strait Islander, have the right to always be physically and emotionally safe. They have the right to be protected from all abuse and neglect. All employees of Castlemaine Steiner School & Kindergarten are responsible for ensuring the Child Safe Policy is enforced and are required to sign the CSSK *Code of Conduct – Child Safety* and undertake training in this area as required. All applicants should be aware that the school conducts extensive background checks in accordance with our Child Safe Policy.

PRIMARY ROLE	<p>The primary role of a teacher at CSSK is to provide high quality education and duty of care for each student in light of the values and vision of the School.</p> <p>In a Steiner School, the teacher plays a central and multifaceted role, serving not only as an educator but also as a guide, mentor, and role model who nurtures the intellectual, emotional, and spiritual development of each child. The teacher is deeply attuned to the developmental stages of the students and crafts a rich, integrated curriculum that harmonises academic learning with artistic, practical, and social activities. Academic learning is approached in a developmentally appropriate and holistic way, with an emphasis on depth of understanding, critical thinking, and meaningful connections. Student engagement is fostered through imaginative, experiential, and hands-on learning that encourages curiosity, creativity, and intrinsic motivation. Teachers create a warm, rhythmic classroom environment where students feel safe to explore and express themselves, and where learning is deeply connected to real-life experiences and the natural world. The teacher’s role also includes collaborating with colleagues and families, and engaging in ongoing self-development and study to embody the ideals of Steiner pedagogy.</p>
---------------------	---

Professional Responsibilities

Teachers are expected to:

- Support and uphold the ethos and values of the school.
- Maintain collegial, respectful and professional relationships with all staff.
- Collaborate with the Leadership Team in taking responsibility for the care, wellbeing and academic progress of assigned students.

Teaching Practices

Teachers are expected to:

- Work within the Principles of Teaching and Learning as indicated by the Australian Steiner Curriculum Framework and AITSL Teaching Standards.
- Foster a dynamic learning environment that encourages curiosity, engagement and active participation.
- Use a variety of effective teaching strategies to successfully deliver the curriculum.
- Differentiate instruction to meet the diverse needs of students.
- Allocate adequate time to lesson planning, preparation, organisation and documentation.
- Design and prepare lesson sequences, with clear learning intentions, structured learning activities and appropriate assessment strategies.
- Reflect on the effectiveness of their teaching practice individually and collaboratively.
- Work with colleagues to ensure cohesive and consistent curriculum implementation.
- Use technology appropriately within the CSSK context.
- Maintain accurate records of student attendance.
- Monitor student progress and provide timely, constructive feedback in relation to their educational progress.
- Communicate clearly and accurately with parents about their child's learning and progress.
- Plan for and participate in Parent/Student/Teacher interviews and transition processes as required.
- Submit lesson plans and records to the Principal (via the Curriculum Coordinator) upon request.
- Write formal academic reports that meet CSSK guidelines.
- Create and maintain an aesthetically pleasing, organised and developmentally appropriate learning environment.

Student Care

Teachers are expected to:

- Be collaboratively responsible for the behaviour and presentation of all students.
- Participate in the School's student wellbeing and student support systems.
- Care for students in a way that reflects the School's values
- Work respectfully, positively and sensitively with students experiencing educational challenges.
- Liaise with the Deputy Principal regarding the educational support needs of class groups and individual students.
- Prepare for and attend support group meetings, staff meetings, school assemblies, information sessions, festivals and other relevant school-organised events, as required.
- Lead Class Parent evenings at least once per semester.

Curriculum and Resource Development

Teachers are expected to:

- Contribute to the creation, development and evaluation of the CSSK curriculum.
- Assist in developing and refining resources that support curriculum delivery.

Professional Development

Teachers are expected to:

- Keep up-to-date with curriculum and resource development.
- Engage in ongoing professional and personal learning development.
- Participate in Steiner education focused training and reflection.
- Attend relevant in-school and external PD sessions, including child safety, curriculum, assessment and reporting workshops.
- Support and supervise student teachers when required.
- Maintain involvement with relevant professional associations.
- Engage actively in the Professional Reflection and Review processes used at CSSK.

General, Administrative and other Activities

In addition to the above responsibilities of a teacher, teachers are expected to:

- Undertake yard and other supervision duties as required.
- Participate in school camps as required.
- Attend and participate in staff planning and professional development days.

Lesson time that has not been assigned to classroom teaching is provided for the purpose of lesson preparation, assessment of students' work and collaboration with colleagues.

Measures of Good Practice

Teachers at CSSK are expected to uphold exemplary standards in all areas of their professional practice. Indicators of good practice include:

- Building respectful, responsive, and enduring relationships with students that uphold mutual respect, dignity, and professionalism.
- Designing and delivering high-quality curriculum, assessment and reporting practices that align with the developmental needs of students and meet curriculum standards.
- Creating educational opportunities that support each student to progress towards challenging yet achievable goals grounded in:
 - insight into child development and principles of Steiner education,
 - engagement with contemporary educational research,
 - ongoing collaboration with colleagues.
- Maintaining positive and professional collegial relationships.
- Demonstrating openness to feedback, mentoring and coaching.
- Progressing towards professional learning goals based on self-reflection and school priorities.
- Participating actively in the school's student wellbeing programs and support structures
- Keeping accurate and up-to-date records of attendance, progress, assessments, parent meetings, correspondence, and curriculum plans.

External Relations

Public relations (e.g. contact with the media, police) and contact with general external agencies is the responsibility of the Principal or delegate.

Professional Qualifications

Copies of all qualifications are required by the School. The incumbent must hold and maintain VIT Registration.

Confidentiality

As a teacher, you are in receipt of information concerning academic, emotional and family details of children, parents and staff members. All teachers must uphold the Victorian Teaching Profession's Codes of Conduct and Ethics.

	<p>Safety and Compliance</p> <p>Safety is a priority for all CSSK staff. All staff employed at CSSK are expected to understand and effectively apply safety policies and practices as relevant to their role. All staff working within the school are required to obtain a Working with Children check and understand the school’s policy in relation to the safety of children. All staff must ensure the good physical and mental health and safety of students at the School through maintaining a thorough understanding of School policies and procedures (including the CSSK Student Behaviour 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>
SELECTION CRITERIA	<ul style="list-style-type: none"> • Exemplary interpersonal and communication skills, with a demonstrated ability to work respectfully and constructively within a collegial team environment. • Demonstrated ability to teach with care, insight, and respect for each young person, fostering class community and supporting diverse learning and developmental needs. • Commitment to ongoing professional learning in Steiner Education, including an anthroposophical understanding of child development and engagement in self-reflection and inner work. • Demonstrated capacity for explicit teaching within an integrated curriculum. • Strong artistic capacities (e.g., visual arts, craft, music, storytelling, movement) to support and enrich Steiner curriculum delivery. • Proven ability to build respectful, professional relationships with families, maintaining clear boundaries within the context of a small, regional community. • Strong organisational skills to manage the responsibilities of teaching role and meet professional expectations. • Sound understanding of the Child Safe Standards, including appropriate conduct and a demonstrated commitment to child safety and wellbeing.

Applicants must have teacher registration with any Australian State or Territory teaching accreditation organisation (with capacity for registration to be transferred to Victorian Institute of Teachers).

Written applications, including a **Cover Letter, Curriculum Vitae with minimum three education profession referees** and a **separate document addressing the Selection Criteria**, should be marked ‘Private and Confidential’ and forwarded to: recruitment@cask.vic.edu.au . **Applications close Wednesday 23rd July 2025, at 4pm.** Note that applications may be considered prior to the closing date.

The selection process may involve:

- A panel conversation/interview.
- Presentation of and discussion around a simple portfolio of work (details will be provided to short-listed candidates).
- Participation in a class exercise under the direction of a Class Teacher, in person or via Zoom.
- Teaching of a prepared mini-lesson under supervision, in person or via Zoom.

For preliminary confidential enquiries or conversations about this position, please contact Nerrida Johnson, CSSK Principal principal@cask.vic.edu.au