

## We are looking for a full-time Upper School Teacher with the ability to be part of the Coordinating team.

To start September 2024

Salary £31,000 with Co-coordinator role **Apply now - open until filled**

Cardiff Steiner School are looking for an experienced Steiner Waldorf Teacher to join the collaborative Upper School team in our diverse and confident, young school.

The role would suit an Upper School Teacher, able to teach Classes 8 to 12 with a specialism within the Humanities e.g. English / History of Art / Drama / History, working with the Certificate of Steiner Education (NZCSE). As part of the Upper School Coordinating team, it's a unique opportunity to help develop, not only our Upper School, but also the lives of young people, free from the restrictions of GCSE and A level curricula and examinations.

You'll have the support and guidance, as needed, of our founder Upper School Education Coordinator, [Ian Powell](#), who is moving to a part-year teaching role within the School, after seven years of leading Upper School. This can include training in design and delivery of the NZCSE.



*Cardiff Steiner School is committed to safeguarding children and young people, we expect all applicants to uphold this. All candidates must have suitability to work with children and young people, and post holders are subject to a satisfactory enhanced Disclosure Barring Service check.*

### About us

Set in Wales' capital city, the School offers a full Kindergarten to Class 12 Steiner Waldorf education. Founded in 1997, we opened our Lower School in 2012, built upon the firm foundations of 15 years as a successful Kindergarten. From strong roots we quickly grew, and expanded to Upper School in September 2017 offering the [New Zealand Certificate of Steiner Education \(NZCSE\)](#), with our first Class 12 graduating with the Certificate in 2021.

The NZCSE is the first trans-national, secondary school qualification to be fully based on the Steiner curriculum. It's a valid, alternative qualification, equivalent to A Levels and the International Baccalaureate, recognised by UCAS and accepted by UK and international universities, so allowing students to progress to further/higher education free from the restrictions of GCSE and A level

curricula and examinations. The NZCSE is the most widely offered qualification in UK Steiner Schools that offer a full K-Class 12 Steiner Waldorf education.

We are a pioneering bunch with an irrepressible spirit who enjoy rising to the challenges and celebrating the joys that a young School brings. Our internationally diverse teaching team includes subject teachers in Bothmer, Music, Handwork, Craft, Spanish, Games, as well as a team of specialist Upper School Teachers.

We are a small school by design, with a collaborative staff team, supportive families and a strong community spirit. Our teachers are at the heart of our success and we have developed a strong culture of collaboration where staff are valued and your input, enthusiasm and talents will be welcomed and appreciated. You'll benefit from a professional development programme of mentoring, peer observation and training in delivery of the NZCSE.

We operate a two-year combined class system and you will have the advice and support of teachers experienced in working with the pedagogical needs of combined classes.

We are a UK Steiner Waldorf School Fellowship School and are fully independent. Please visit our website at [www.cardiffsteiner.org.uk](http://www.cardiffsteiner.org.uk) to learn more about the School.

## **About you**

You'll be an experienced Waldorf Teacher, able to carry Humanities through to Class 12/ Level 3, and work with differentiated learning and assess in a number of creative ways. You'll have a successful track record of designing and delivering inspiring lessons in your subject areas, and the skills and passion to work creatively with adolescents to support their educational and personal development.

You'll have a deep understanding of Waldorf Education across developmental stages, and the ability to take a strategic and long-term view of school development.

With excellent subject knowledge, you'll be educated in your specialist area to degree level, or be able to demonstrate a high level of competence through experience of teaching to this age group/level.

## **About Cardiff**

Cardiff, Wales 'capital city, is situated on the beautiful coastline of South Wales, and within easy reach of most places in the UK (we're just two hours from London by rail or road). Residents enjoy all the benefits of a cosmopolitan capital city (prominent universities, a large teaching hospital, a world-class opera company and thriving arts community) combined with a small-town friendliness, and a cost of living significantly lower than other parts of the UK -and we're surrounded by some of the most stunning countryside, coastline and beaches in the UK. Read more about Cardiff in our [Welcome to Cardiff Guide](#).



The post benefits from a tiered **Staff Fees Discount Scheme** with up to 85% off school fees for children of staff members, depending on family income (pro rata for part-time posts).

We have staff with property expertise who can **help you find and secure suitable accommodation to rent or buy**. Cardiff has a lively rental market with options from city, suburban, rural and semi-rural properties all within a 40 minute drive time of the School.

## How to apply

Please feel very welcome to contact us to discuss the post on [ask@cardiffsteiner.org.uk](mailto:ask@cardiffsteiner.org.uk) (029) 2056 7986 (email anytime, phone term-time only).

**Please take a look at the Job Description and Person Specification** and complete and return the Application Form and Equality & Diversity Questionnaire to:

Kamila Klimczewska, Cardiff Steiner School, Hawthorn Road West, Llandaff North, Cardiff CF14 2FL  
[ask@cardiffsteiner.org.uk](mailto:ask@cardiffsteiner.org.uk)

Please either type directly in the forms using Microsoft Word, or print out and complete the forms in black ink.

The recruitment process will involve an interview and observed practice.

## Come and Visit Us

If you are thinking about applying, but would like to find out more about us first, you are warmly invited to come and visit us. We'd love to meet you. Just contact us to arrange a time.

**See Person Specification and Job Description overleaf**



## Person specification

The following skills, abilities and experience are required for the post.

### Essential

- Proven and established experience of teaching in a Steiner School as an Upper School Teacher.
- Deep understanding of Waldorf Education across developmental stages
- Commitment to Steiner Education and the long term vision of Cardiff Steiner School
- The ability to take a strategic and long-term view of school development issues
- The ability to teach Classes 8 to 12 and carry English to Class 10, and a specialist subject/s within the Humanities through to Level 3 (Class 12).
- Educated in relevant teaching subject/s ideally to degree level, or be able to demonstrate a high level of competence through experience of teaching to this age group/level
- The skills and passion to work creatively with adolescents to support their educational and personal development
- Excellent planning and assessment skills, in order to support students to achieve their potential, and to facilitate them meeting assessment standards in the Certificate of Steiner Education
- An ability to maintain good discipline and behaviour with a consistent, firm but caring approach. An interest in working with Restorative Approaches in creating and maintaining a positive learning environment
- An ability to communicate and collaborate well with colleagues and parents
- An ability to work in a small, close knit team, and willingness to work with colleagues in the continued development of the School and the curriculum
- Self-motivation and an appreciation and enjoyment for rising to the challenges of helping develop a young school
- Competent IT skills with the ability to use common word processing/spreadsheet applications, and the aptitude to use the School's various online data systems
- Ability to work under pressure, prioritise and manage a varied workload and meet deadlines
- A sense of humour
- A track record of being punctual and reliable
- Suitability to work with children and young people and a satisfactory enhanced Disclosure Barring Service check. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the UK. Candidates must have the right to work in the UK prior to application.
- Practical/artistic skills

### Desirable

- An approved Steiner Waldorf Teaching Qualification
- Experience or knowledge of working with the Certificate of Steiner Education (NZCSE) or an equivalent Level 3 Qualification



## Job Description Upper School Teacher

**Responsible to:** The position is part of the Upper School Faculty, a team of teachers carrying responsibility for students from Class 8/9 to the end of Class 12/13.

The faculty comprise a team of full time, part-time and part-year Teachers, and work with the leadership and support of the Upper School Education Coordinators and Teaching Development Group. The position is accountable through the College to the Board of Trustees.

The role will have a mix of teaching and Upper School development duties, as well as associated pastoral care duties, including Class Guardian duties.

The number of lessons will be based on the School's normal teacher lesson carrying load taking into account the post's coordination duties:

### Duties:

#### Teaching and other areas

1. To bring a secure understanding of the Steiner curriculum, teaching approach and the pedagogical principles that underpin them, and to renew and further this through study, on-going reflection and discussion of classroom practice.
2. To nurture the healthy development of the young people's physical, social, emotional and cognitive skills, in a way which is appropriate to their age, and which enables all students to recognise and achieve their potential, and facilitate them meeting assessment standards in the Certificate of Steiner Education (NZCSE).
3. To teach:
  - a. Main Lessons and elective lessons for relevant subject areas in Upper School, and to Class 8/9 as they move towards Upper School
  - b. Additional/Subject Lessons as appropriate to the post holder's skills
  - c. The post will teach primarily in the Upper School and may support Middle School teachers in the delivery of lessons within the post holder's subject areas.
4. To take overall responsibility for lessons taught including:
  - Maintaining good discipline and creating a harmonious learning environment where students feel safe, happy and can learn effectively
  - Ensuring good work and study habits are developed
  - Using effective assessment and recording systems to identify students' progress and learning needs, and use this to support teaching and planning, in accordance with School policies and the requirements of the Certificate of Steiner Education (NZCSE)
  - Ensuring the curriculum is appropriate and inclusive for all students, with effective differentiation and support that it is adequately monitored and evidenced
  - Understanding teachers' responsibilities to students with ALN and taking ownership of their provision and progress within your class/teaching group, through inclusive and reflective practice
  - Promoting independent learning and student leadership in lessons
  - Preparing and planning your teaching to ensure effective delivery of the curriculum in accordance with statutory and School requirements

- Planning the delivery of the curriculum so that appropriate evidence can be collected and marked, and the requirements of the NZCSE be fully met
  - Keeping appropriate records, plans and student files, and completing student reports in accordance with statutory and School requirements
  - Ensuring that appropriate study materials are available in good time and that homework, when given, is marked and timely feedback provided
  - Liaising with parents on students' progress and as required
  - Organising and supervising classes' participation in relevant trips, festivals and other activities as required
  - Managing the classroom and any subject specific learning environment to a high standard of safety, cleanliness and aesthetics
  - Organising/developing materials and resources for lesson use and liaising with those responsible for purchase, keeping within an agreed budget
5. The post will have associated pastoral care duties and include Class Guardian duties - liaising with parents and supporting students with their day-to-day schedules and support issues
  6. Working with the Upper School faculty to develop a coordinated approach to curriculum and individualised learning
  7. Liaising with other agencies and professionals where necessary
  8. Liaising with parents on students' progress as required, and sharing responsibility for holding regular whole class parents' evenings (once per term) and individual consultation sessions
  9. Working effectively with teaching and support staff, School Management Team and the Administrative Team
  10. To contribute to whole-school activities and school development as required
  11. Participating in the admissions process for new students
  12. To review and reflect on your own teaching practice and take part in the School's Teaching Development programme (observation, mentoring etc.) and take part in the appraisal of your own work performance and assist in the appraisal of colleagues
  13. To undertake appropriate preparation, study and training as necessary both for the effective delivery of the curriculum and to advance the school's ethos, principles and objectives; including participating in planned work, study, Inset and staff development days, which may be during school holidays or weekends as required
  14. To attend Teachers' meetings and other meetings as required
  15. To take part in School open days/events
  16. To be a good advocate of Cardiff Steiner School at all times in your professional capacity as a member of staff
  17. To participate in providing shared cover for break time and cover for absent colleagues
  18. To support the School's ethos, principles and objectives
  19. To develop an understanding of, and work within, the School's compliance and legal obligations, including The Independent School Standards Wales, and Welsh Government and ALN legislation and guidance
  20. To be aware of and operate within the School's policies and procedures and to support their implementation including Child Protection and Health and Safety policies.
  21. To uphold the School's commitment to safeguarding and promoting the wellbeing of children and young people
  22. Any other duties reasonably requested by the school. The job description is current but liable to variation to reflect or anticipate changes in the requirements of the post



## Shared Role – Education Co-ordinators Upper School

The Upper School Coordinator role is shared by two full-time Upper School teachers who each carry one of the following roles – the role allocated is dependent on individual experience/skills.

- Educational Coordination of the Certificate in Steiner Education (NZCSE) from Class 10 up
- Educational Coordination for Upper School

**Responsible to:** The Coordinator positions are appointed by, and are accountable to, College and the Board of Trustees and are supported in day-to-day matters by the School Management Team (which the posts are also members of).

### Core Responsibilities

As members of the School Management Team (SMT), the Education Coordinators (Ed Cos) support and work with College and Faculties in maintaining and further developing the Steiner education impulse within the School. The Ed Cos must develop a broad awareness of the educational issues surrounding the School and take an active role in supporting School Improvement and promoting good practice among teaching staff. They coordinate and support the development of the curriculum work within the School, and are key members of the Teaching Develop Group (TDG) who maintain an overview of teaching quality and support and develop teaching staff.

The Ed Cos are also be responsible for ensuring that relevant procedures are in place, and followed, to ensure compliance with educational regulations and guidance. They act as key education contacts for the Board of Trustees.

### 1. Educational Coordination of the Certificate in Steiner Education (NZCSE)

Key aspects to NZCSE administration:

- 1. Process** – following and implementing the various aspects of delivering the NZCSE as a qualification
- 2. Planning** – ensuring that all the ‘pieces fall into place’ so that the students have the opportunity to achieve well. Developing a level of awareness of the needs of the pupils, the availability and competence of staff and the practicalities of what is or is not possible to achieve.
- 3. Quality** – to be aware of the quality of teaching in Upper School and be responsible to work with others to ensure standards of teaching and lesson delivery are of an appropriately high standard.

In order to coordinate the quality delivery of NZCSE to:

- Work with the administration and upper school teachers to develop a Steiner-Waldorf curriculum based year plan for each NZCSE class, in advance of the start of each academic year;
- Support teachers through helping them to plan their delivery of the curriculum so that appropriate evidence can be collected and marked, and the requirements of the NZCSE be fully met.
- Liaise with New Zealand moderator and take pre-moderation advice where necessary, especially in regards to all Level 3 teaching and assessment.
- Ensure all marking is appropriately moderated at an internal level before sending to New Zealand for external moderation.
- Support ongoing development of an internal team of staff competent to support the internal moderation process.
- Liaise with relevant teaching staff and the New Zealand external moderator in a timely way, so that all NZCSE deadlines for tests, assessments, marking and moderation schedules are met.
- Ensure that all data and evidence are uploaded and provided to New Zealand as appropriate and that any records of pupil achievement from New Zealand are carefully checked as being accurate

before presenting to pupils.

- Maintain high standards of record keeping so that staff, students and parents can be kept up-to-date at any point in time as to the progress of all students.
- Maintain an awareness of progress and plan ahead for pupils who may need additional support.
- Liaise with students and parents regarding progress and areas of difficulty.

## **2. Educational Coordination for Upper School**

### **Improvement Planning**

- Work as a member of SMT to develop and review the School Development and Improvement Plan
- Facilitate and lead the whole-team annual self-evaluation of Faculty, and from this draw up the Faculty Annual Plan
- Plan and facilitate the weekly Faculty meetings - ensuring they deliver the Faculty annual plan; that there is a rhythm to each week; and that ample time is shared between study, child studies, artistic work, sharing best practice and other teaching development activities and agenda items requested by the Faculty
- Lead and facilitate an annual programme of ongoing educational evaluation within their Faculty throughout the year, including book scrutiny, observation of teaching practice and other activities as required. This may include shared evaluations within Faculty to share best practice
- Work effectively as a member of SMT to facilitate communication about school improvement to the rest of the organisation
- Produce a termly update report for Trustees on progress of the School Improvement Plan and attend Trustees meetings as required in relation to this

### **Curriculum**

- Coordinate and support the development of the curriculum work within the School including:
  - working with the teachers to develop strategies in relation to the curriculum, examination policy etc., to be given final approval by College
  - working with the teachers to develop new areas of the curriculum, to be given final approval by College
- Research best practices for Waldorf schools as well as Independent school regulations or other requirements/guidelines, when making curriculum decisions
- Ensure that the curriculum and its implementation are in line with the School's mission
- Identify curriculum guides and support materials that serve as a basis for implementing the curriculum as required
- Ensure that teachers use appropriate syllabi

### **Student Progress**

- Ensure a comprehensive system of assessment rubrics for assessing student progress based on clearly defined standards and learning outcomes for learning and attainment at each level (system is given final approval by College). This should:
  - Ensure that there are clear expected outcomes of learning for each Class level and subject (skills/standards checklists)
  - Provide for tracking of individual student progress and alignment between and among all levels of the School (clear tracking of all subjects, or an integrated 'vertical curriculum')
- Provide a format for lesson planning with clearly defined learning outcomes, and strategies for differentiation for individual and groups of pupils, to ensure pupils progress to their ability
- Ensure that teachers use appropriate lesson planning formats and differentiation, assessment rubrics and tracking



- Provide an annual timetable for teachers' submission of all the above and review satisfactory completion
- Regularly analyse assessment data for making decisions for continuous improvement of teaching and learning processes. Share analysis and conclusions with Faculty and College
- Regularly assess teaching and organisational effectiveness and use the results to improve teaching and learning
- Work with the School Administration to maintain a secure, accurate, and complete student record system in accordance with regulations

### **Educational Compliance**

- Work with the SMT as necessary to ensure that the educational compliance responsibilities of the School are updated and maintained
- Ensure relevant educational procedures and policies are put in place to ensure compliance with legal and regulatory bodies, including the Wales Independent School Regulations and other relevant statutory guidance, SEDT and the Steiner Waldorf Schools Fellowship
- Ensure, with the support of the Teaching Development Group (TDG), that these procedures are being followed to a satisfactory level e.g. assessment record-keeping
- Maintain contacts with the other educational bodies; SEDT, the Steiner Waldorf School Fellowship, other Steiner schools, local further education establishments etc. as required

### **Teaching Staff Development**

- Work as a key member of the Teaching Development Group (TDG) to ensure that appropriate induction, evaluation, appraisal, mentoring, peer appraisal and development schemes are in place to support and develop teaching staff, and that these are operating effectively
- Work with TDG to ensure the School's evaluation, appraisal and mentoring timetable is fulfilled
- Routinely observe lessons and check in with all members of staff to develop a broad awareness of the educational issues surrounding the School
- Conduct regular informal appraisal of the quality of teaching in the School and provide feedback to TDG, and to individual teachers/or teacher mentors to support their development
- Act as a mentor to teachers identified by TDG
- Conduct the educational induction of new teaching staff in the School
- Plan and organise programmes and activities for In Service Training (INSET) days, to support teaching development requirements as identified by TDG
- Research and inform staff of training opportunities and support teachers in deciding on training and professional development (including summer intensives)
- Work with TDG to provide advice, guidance and appropriate performance management to individual teachers who are having problems in meeting good practice or required standards.
- Manage the training budget for TDG, in consultation with the School Business Manager

### **General Duties**

- Attend the College, SMT, TDG and Faculty meetings each week
- Act as key education contact for Trustees and attend Trustee meetings as required, including termly meetings between SMT and Trustees
- Be involved in Parent Education activities as required, including Parent Induction evenings, Open Days/Visit Mornings, talks and Parents and Families Group etc.
- Meet, as required, with parents who have questions or concerns regarding education provision in line with the School's complaints and concerns policies
- Participate in other Mandate Groups as needed and as reasonable
- Authority to delegate work to teachers and other staff in the relevant faculty as is appropriate