

POSITION DESCRIPTION

Position Title	Teacher – Lower Primary / Upper Primary
Reporting To:	Co-Principals
Direct Reports	Education Assistant
Works Closely With	Teachers Education Assistants Specialist Teachers
Internal Contacts	Administrative and Accounts Support Officer Business Manager Co-Principal Assistant and Engagement Coordinator Office Manager / International Baccalaureate Administrator
External Contacts	Parents/caregivers, external service providers
Version Approved	9 September 2025

1. POSITION OBJECTIVE

Our teachers guide each child in their holistic development—social, emotional, intellectual, physical, and spiritual. They do this through continuous observation, a carefully prepared environment, their own preparation as an adult, deep knowledge of the curriculum, thoughtful application of freedom within limits, and by modelling respect for oneself, others and the environment. Respect for the child is paramount – guiding them as an individual while maintaining clear and positive expectations.

The Montessori teacher connects the child to the environment for them to develop themselves. The teacher prepares and maintains a Montessori classroom that fosters purposeful activity, concentration, and independence. They work in partnership with families, colleagues, and the broader school community to support the holistic development of the child in accordance with Montessori philosophy and the values of The Montessori School Kingsley (the School).

2. CORE RESPONSIBILITIES

2.1 Professional Practice

- Ensure work is aligned with the School’s vision, mission, and philosophy.
- Engage in relevant professional learning.
- Follow all School policies, procedures, guidelines, standards, and practices.
- Uphold the School’s vision, values, and Staff Code of Conduct by modelling respectful, ethical, and professional behaviour.
- Maintain high standards of integrity, confidentiality, and accountability in all interactions.
- Demonstrate a strong understanding of child safety obligations, including relevant legislation, mandatory reporting, and protective interventions.
- Foster a culture of safety, inclusion, and trust within the School community.
- Participate in an annual appraisal with the Co-Principals, in accordance with School processes, and develop a personal development plan aligned with the outcomes of the review.

2.2 Care of the Child

- Treat children respectfully and build positive, nurturing relationships.
- Support each child's independence and wellbeing through appropriate guidance, and a balance of freedom and supervision.
- Observe and respond to individual developmental needs.
- Maintain a calm, safe and peaceful classroom environment.
- Support a positive social environment through timely management of behaviour or conflict issues, and by modelling and teaching the expected practices and values.

2.3 Prepared Environment

- Maintain a clean, orderly, and aesthetically pleasing Montessori classroom.
- Ensure materials are complete and meet the needs of the children according to their stage of development.
- Ensure materials are in good repair and rotated appropriately to meet developmental needs.
- Avoid or minimise extraneous materials and activities in order to preserve the structure and authenticity of the Montessori curriculum.
- Contribute to the maintenance and care of shared school spaces as required.

2.4 Learning and Curriculum

- Plan group and individual lessons using the interests of the children, the Montessori National Curriculum, and mapped or referenced against the learning outcomes of SCSA.
- Provide plan outlines to the Principal at the start of each year or term, and as requested.
- Demonstrate mastery of the presentation of Montessori materials, using an album or manual when needed.
- Provide individualised or group lessons aligned with Montessori pedagogy.
- Regularly observe, document, and reflect on student progress.
- Guide students in using classroom recording systems and encourage self-directed learning.
- Write and monitor Individual Education Plans (IEPs), Adjustment Plans (Aps) or Behaviour Management Plans, as needed.

2.5 Assessment and Reporting

- Maintain detailed and accurate records, including daily observations, incident reports, and student work samples.
- Assess students using formative approaches including monitoring the completion and use of materials and activities, observations and interactions; also conduct formal or diagnostic assessments when needed to confirm student skill and capacity levels.
- Prepare and deliver reports including report book entries, oral reports at parent-teacher meetings, and formal written reports twice per year.
- Collaborate with specialists, education assistants and other staff to provide clear and holistic understanding of student needs, behaviour, and curriculum plans.

2.6 School Community

- Attend staff meetings, planning sessions, and community events.
- Participate in school activities including camps, excursions, and incursions as applicable.
- Model respectful conduct aligned with School values and culture.
- Engage in professional development and contribute to whole-school improvement.

2.7 Collaboration with Families and the Community

- Build respectful, communicative partnerships with families.
- Promote inclusive and culturally responsive practices.
- Advocate for Montessori and IB educational approaches.
- Consult with families regarding additional needs or disabilities.
- Engage cooperatively with external therapists or service providers to maintain accurate and effective support for students with additional needs.

2.8 Communication

- Communicate promptly, accurately, and respectfully with students, families, and colleagues.
- Use electronic tools in accordance with School policies and procedures.
- Maintain confidentiality and respect privacy legislation.
- Keep accurate and detailed records and reports.
- Participate actively in meetings and collaborative planning.
- Contribute to school discussion nights by writing, designing or delivering presentations on school values, aspects of Montessori practice and philosophy, or demonstration of materials, usually once or twice per year.
- Contribute articles to the newsletter a minimum of once per term.

2.9 Health and Safety

- Maintain a safe environment through active supervision and immediate response to hazards.
- Follow emergency and safety procedures.
- Report incidents and concerns promptly and appropriately.

2.10 Other Responsibilities

- Perform other reasonable responsibilities as directed by the Principal.

3. CAPABILITIES

3.1 Qualifications and Experience

- Montessori teaching qualification relevant to the developmental stage taught.
- Registration with the Teacher Registration Board of WA (TRBWA).
- Experience in Montessori or child-centred learning is desirable.
- Current Working with Children Check, Police Clearance, First Aid certificate

3.2 Specialist Knowledge and Skills

- Deep knowledge of Montessori pedagogy and child development.
- Familiarity with International Baccalaureate principles.
- Understanding of inclusive practices and educational documentation.

3.3 Planning and Organisation

- Effective classroom and time management skills.
- Strong planning and reflective practice.
- Ability to prepare clear reports and learning materials.

3.4 Communication and Interpersonal Skills

- Clear and respectful communicator.
- Builds strong relationships with students, colleagues, and families.
- Handles sensitive information with professionalism.

3.5 Initiative and Professionalism

- Self-directed and responsible.
- Committed to continuous improvement.
- Maintains appropriate boundaries and models school values.

3.6 Teamwork and Collaboration

- Works positively within teaching teams.
- Contributes to a collaborative and respectful culture.
- Shares expertise to improve outcomes for students and the School.

4. KEY SELECTION CRITERIA

- Montessori teaching qualification relevant to the developmental stage taught.
- Registration with the Teacher Registration Board of WA (TRBWA).
- Experience in Montessori or independent education is desirable.
- Current Working with Children Check, Police Clearance, First Aid certificate
- Strong understanding of child development and Montessori philosophy.
- Excellent planning, communication, and organisational skills.
- Demonstrated capacity for collaboration and teamwork.
- Commitment to child safety and wellbeing, as well as ethical professional practice.
- Commitment to Montessori principles and the values of the School.

5. KEY DOCUMENTS AND POLICIES

All staff are required to be familiar with the School's core policies and procedures that underpin a safe, supportive, and compliant learning environment. These documents outline professional expectations, responsibilities, and protocols to ensure the wellbeing and protection of all members of the School community.

In particular, Staff must familiarise themselves with and ensure they adhere to the following:

- Staff Code of Conduct
- Child Protection and Safety Policy and Procedures
- Emergency and Critical Incident Management Policy and Procedures
- Behaviour Management Policy and Procedures
- Duty of Care Policy and Procedures
- Complaints Management Policy and Procedures

6. THE HUB

Staff are expected to use The Hub, the School's central platform for accessing up-to-date documents, announcements, procedures, and administrative tools. The Hub serves as a key source of internal communication and is essential for staying informed and operating effectively within the School.

All staff must regularly check The Hub for:

- School-wide announcements and updates
- Access to policies and procedures
- Forms, schedules, and operational documents
- Internal events and calendar reminders