

WINTA'S PLACE · Special Needs School for Neurodivergent Children & Teens

WINTA'S PLACE

A Special Needs School for Neurodivergent Children & Teens · Pejeng, Ubud, Bali, Indonesia



POSITION, OPERATIONS & LEADERSHIP AGREEMENT

HEAD TEACHER

**CORE EDUCATION PROGRAM · SPECIAL NEEDS SCHOOL FOR NEURODIVERGENT CHILDREN
& TEENS**

Prepared for the founding Head Teacher of the Core Education Program

Confidential · Pejeng, Ubud, Bali

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PART ONE — OUR WHY, OUR PURPOSE, THIS ROLE

Our Why

Winta's Place exists because too many children fall into the space between mainstream education and specialist disability schools.

These are children who are intelligent. Children with incredible personalities. Children with enormous potential. Children who simply learn differently.

Too often, these children are expected to adapt to education. At Winta's Place, education adapts to them. Our purpose is not to “manage behaviours” or simply to teach academics — it is to understand every child so deeply that we can help them become the happiest, healthiest, most capable version of themselves.

“What the world calls a disorder, we often see as a different way of experiencing, learning and engaging with life.”

About Winta's Place

Winta's Place is a specialist special needs school and family-support community in Pejeng, Ubud, Bali, built for neurodivergent children and teenagers who deserve more than a traditional classroom can offer. It exists for verbal, active, socially interested children and teens who can engage and participate, but who do not thrive in a mainstream classroom and do not need a severe-disability setting either — the children who have always needed something in between. This includes children and teens presenting with autism (ASD), ADHD and AuDHD, dyslexia and other learning differences, developmental language

disorder, sensory processing differences, anxiety and school refusal, emotional regulation difficulties, and mild global developmental delay, across an age range that extends through to 18 years old.

Winta's Place was founded from lived experience, not theory, and it is built around one idea: everything a neurodivergent child and their family needs should live under one roof, coordinated by one team, tracked in one app — rather than scattered across a school, a handful of therapy clinics, a tutor, and a rotating cast of carers who never speak to one another.

Key Elements of the School

- Built for verbal, active, socially interested children and teens (through to age 18) who need more than mainstream school, but not a severe-disability setting.
- Supports autism (ASD), ADHD/AuDHD, dyslexia and other learning differences, developmental language disorder, sensory processing differences, anxiety/school refusal, and emotional regulation difficulties.
- Small classes, high staff-to-child ratio, and an Individual Learning Plan (ILP) for every child.
- A genuinely holistic day — academics, movement, nutrition, therapy, nature, and community woven together, not bolted on.
- Speech, OT, counselling, and other therapy referrals coordinated into one plan, alongside a parent app for daily communication.
- Only 5 weeks of full school closure a year — 47 weeks of programming, including themed School Holiday Programs.
- Pre- and after-school care, and overnight respite with live-in special needs carers, so families can rest too.

Everything Under One Roof

Fifteen pieces of the puzzle sit inside Winta's Place, coordinated as one connected experience rather than fifteen separate services. The Head Teacher works inside several of these directly, and alongside the rest of the team on the others:

Element	What It Means Day to Day
The school	A small, specialist school day designed around each child — small groups, high staff ratio, calm sensory-aware learning spaces, full days Monday to Friday.
Individual Learning Plans	Every child has their own ILP, reviewed regularly with parents, teachers and therapists, and adjusted as the child grows.
Parent app & admin	One place for progress, therapy notes, photos, ILP updates, and daily communication — no more chasing multiple providers.
Skilled, passionate teachers	Special-education trained teachers and assistants, low staff-to-child ratio, ongoing professional development.
Holistic programme	Academics, movement, nutrition, therapy, nature and community woven into every day — regulation before academics.
Curriculum	Core academics, life skills, AI & technology, passion projects, arts and culture — adapted, not diluted.
Nature & adventure	Rice fields, jungle, ocean and waterfalls used as a real learning environment, with weekly nature immersion.
Movement & fitness	Daily physical activity — yoga, swimming, hiking — occupational-therapy informed.

Element	What It Means Day to Day
Holistic health	Yoga, meditation, mindfulness, therapies and nutrition woven into the week to regulate the nervous system.
Pre & after school care	Breakfast club, after-school programme, and homework and quiet-time support.
Respite care & boarding	Overnight and weekend options with live-in special needs carers, so families can rest too.
Limited school holidays	Only 5 weeks of full closure a year — 47 weeks of programming, including themed School Holiday Programs.
Therapy connections & referrals	Speech, OT, counselling, and natural-medicine referrals, coordinated into one plan by the school team.
Community	A collective of children, teens and families who feel like they belong — a tribe, not just a school.
Parent support	Parent groups, sibling support, and practical guidance so families are never carrying it alone.

Full detail on each of these lives on the Winta's Place website: the school and curriculum are covered under Our Approach (wintasplace.com/our-approach) and Programs (wintasplace.com/programs); the population served is covered under Who We Support (wintasplace.com/who-we-support); and family-facing support is covered under Family Support (wintasplace.com/family-support). The full founding story is on the About page (wintasplace.com/about).

Purpose of This Role

The Head Teacher is responsible for bringing the school's curriculum and educational vision to life inside the classroom, every single day. Where the Director of Special Education & Student Development designs the curriculum architecture and sets the format for how education is delivered across Winta's Place, the Head Teacher is the person who drives that change on the ground — translating plans, ILPs, and school themes into the daily lived experience of every child in the room.

This is not a role that simply delivers someone else's lesson plans. The Head Teacher works hand-in-hand with the Director to build lesson plans, individual learning plans, and classroom systems — then leads the classroom, the assistant teacher, the in-house therapy team, and a range of external specialists to deliver on them, every day, with warmth and consistency.

This role exists to ensure that the philosophy, curriculum, and individual plans built by the Director become real — in the room, with the child, today.

Employment Summary

Field	Detail
Position Title	Head Teacher, Core Education Program
Reports To	Director of Special Education & Student Development, with a direct working relationship with the Founder & Principal
Employment Type	Full-Time — 6 days per week (5 teaching days plus 1 planning/admin day off-site), term time
Location	Pejeng, Ubud, Bali, Indonesia
Hours	8:00am–5:00pm daily (one hour break); students depart 3:30pm

Field	Detail
Additional Required Attendance	All School Holiday Programs; weekly Parent Assembly; Parent Information Evenings and Term Reviews; Staff Professional Development; end-of-year student/parent presentations; emergency meetings requiring classroom leadership

The Vision for This Role

The Head Teacher is the person who makes Winta's Place feel real, every single day, to the children in the room. The Director sets the direction — the curriculum architecture, the ILP framework, the standards. The Head Teacher is responsible for the format and rhythm through which that direction reaches each child: how the week is structured, how lessons are actually delivered, how the room feels, and how consistently the plan is followed and adjusted.

Where the Director asks “what should this child's journey look like?”, the Head Teacher asks “what does this child need from me, in this room, today — and how do I make that true for every child in the room at once?”

Working Relationship with the Director

This role sits in close partnership with the Director of Special Education & Student Development. The Director owns curriculum architecture and the overall format for how education is delivered across the school; the Head Teacher owns the day-to-day design and delivery of lesson plans, ILPs (in partnership with families), and classroom systems, built together with the Director and adjusted continually based on what actually happens in the room.

- The Director sets the curriculum framework and educational standards; the Head Teacher builds the week-to-week and child-by-child plans that deliver them.
- The Head Teacher drafts and tweaks lesson plans and ILPs with the Director's support, rather than working in isolation — plans are done well in advance, then adjusted as the term unfolds.
- Where the two roles disagree on classroom-level delivery, the Director holds final educational authority, consistent with Part Five of this document.

How This Document Is Organised

This document is structured in six parts, designed to be read once in full and then returned to as a working reference:

- Part One sets out why Winta's Place exists, what this role is for, and the employment terms attached to it.
- Part Two defines the core areas of responsibility that make up the role.
- Part Three sets out the Standard Operating Procedures — daily, weekly, monthly, and termly rhythms.
- Part Four sets out KPIs and performance measures.
- Part Five sets out authority, accountability, and professional standards.
- Part Six sets out compensation, hours, leave, and the candidate requirements and application process.

Wherever this document says “the Head Teacher,” it refers to the Head Teacher of the Core Education Program. Wherever it says “the Director,” it refers to the Director of Special Education & Student Development. Wherever it says “the Founder,” it refers to the Founder & Principal of Winta's Place.

The Winta's Place Way — Tone and Culture Standards

With Children

- Speak to every child at their developmental and emotional level, never over their heads and never in a way that talks down to them.
- Assume competence — a child who cannot yet express an idea is not a child without the idea.
- Offer choices wherever possible, building a sense of agency and control.

With Colleagues

- Give feedback the way you would want to receive it — direct, kind, and focused on growth.
- Ask for help early; struggling in silence is treated as a system failure, not a personal one.
- Lead the assistant teacher, OT, social worker, and external specialists as equally valued members of one team, regardless of how many hours a week they spend in the room.

With Families

- Never let a family discover something concerning about their child secondhand or by surprise.
- Use plain language, not clinical jargon, unless the family has specifically asked for more technical detail.
- Remember that every family walking through the door has likely faced judgement elsewhere — Winta's Place is where that ends.

PART TWO — CORE AREAS OF RESPONSIBILITY

This section defines the six core areas of responsibility that make up the role — from preparation and planning, through daily teaching, to leading the wider team and the families they serve.

1. Preparation & Curriculum Management — Driving the Change

The Head Teacher is responsible for turning the Director's curriculum architecture into concrete, deliverable lesson plans and individual learning plans — done well in advance, and tweaked continually as the term unfolds.

Key Responsibilities

- Build lesson plans for each child and each group, at weekly, monthly, and yearly horizons, with the Director's support — completed in advance and adjusted as needed along the way.
- Co-design each child's Individual Learning Plan (ILP) directly with parents, drawing on previous reports, assessments, and — above all — the information parents themselves provide, which is treated as more valuable than any single assessment.
- Build each ILP around the child's own focus areas and passions, woven together with the school's rolling monthly themes.
- Use the Schoolio app and its pre-built lessons and materials as the backbone for planning, ensuring every child is working directly out of the Schoolio platform so parents can track progress independently.
- Take personal responsibility for enrolling every child onto the Schoolio app and keeping their profile current.

- Use the Winta's Place parent/teacher app to set clear, visible goals and milestones across learning, behaviour, life skills, emotional development, social skills, communication, and safety and health — visible to parents, the child, the OT, the social worker, and external therapists.
- Log weekly notes and a weekly report for every child through the app, without exception.
- Maintain working proficiency with ChatGPT and Claude, using them to generate reports, ILP drafts, and planning tasks efficiently — freeing up time for the classroom rather than the desk.

Standard of Success

Every child has an ILP and a set of weekly, monthly, and yearly lesson plans that are current, visible in the parent app, and genuinely followed — built well ahead of time, but never so rigid that they can't be tweaked the moment something in the room tells you they should be.

2. Teaching & Classroom Leadership

The Head Teacher leads the core teaching for a classroom of up to eight students, directing the assistant teacher, OT, social worker, and external contractors toward one coherent plan for each child and for the group.

Key Responsibilities

- Lead the core teaching for each student, directing the assistant teacher, OT, social worker, and external contractors — including afterschool and overnight carers, and movement, yoga, and meditation teachers — toward shared goals for the individual and the group.
- Group up to eight students primarily by peer age and developmental level, re-grouping through the day or week as focus areas require.
- Balance group and individual work across the day, so every child gets both peer learning and focused one-to-one attention.

- Build a highly structured, systemised classroom routine using habit stacking, drawing on the Atomic Habits (James Clear) framework, so the environment itself brings out the best in every child.
- Create and maintain a classroom environment that is easy for sensory processing — predictable, calm, and adaptable to individual sensory needs.
- Work alongside the assistant teacher and the part-time OT and social worker, both of whom are frequently in the classroom, using their presence to free up time for planning and other duties.
- Follow the daily/weekly program structure published on the Winta's Place website under Programs — Core School/Education — as the reference model for the shape of the day.
- Hand over every child to their parent or after-school carer at the end of the day, with a brief, warm update.
- Lead a weekly assembly with parents welcome, delivering key topics, celebrating wins, sharing new learnings and awards, and using the assembly as a genuine engine for driving change and momentum.

Standard of Success

A classroom a visiting parent would immediately recognise as calm, structured, and joyful — where every child, whatever their profile, is clearly working toward something specific, and the room runs on routine rather than on the Head Teacher personally holding everything together.

3. Creativity & Community

Key Responsibilities

- Bring genuine creativity to the schedule, plans, outings, adventures, and school holiday programs.
- Build a sense of community and fun into the everyday program, not just into special events.

- Contribute ideas and energy to school-wide events — plays, camps, the Inner Peace retreat, the school dance, and end-of-year student/parent presentations.

Standard of Success

Children and families experience Winta's Place as a place of genuine adventure and community, not just structured learning.

4. Driving & Leading the Wider Team

Key Responsibilities

- Work closely with the Director on curriculum, ILPs, and classroom format.
- Provide strong, clear leadership to the OT, social worker, and assistant teacher, directing their work toward the goals set out in each child's plan.
- Treat every member of the team as equally important regardless of how many hours a week they spend with the group, and actively drive external contractors and part-time specialists to get the most out of their time in-house.
- Coordinate with the OT and social worker — both in-house three days a week — so that outside of their core education time they are freed to focus on their own specialist work, while the Head Teacher leads academics and overall classroom oversight, and other team members lead passion projects and social-emotional development.

Standard of Success

The OT, social worker, assistant teacher, and external specialists all describe the Head Teacher as the reason their work feels coordinated and purposeful, rather than disconnected from what happens in the classroom.

5. Parent Relationships

Key Responsibilities

- Build strong, open, ongoing communication with parents through the parent/teacher app.
- Listen to parents and work with them for consistency between school and home, treating parent knowledge of their child as a primary source of insight.
- Where behaviour at school mirrors behaviour at home, involve external therapists, the OT, and the social worker to resolve the issue together with the family, rather than in isolation.

Standard of Success

Parents experience the Head Teacher as a genuine partner who listens first and acts with the family, not around them.

6. Administration, Materials & Legal Compliance

Key Responsibilities

- Advise the admin team on all materials needed for the classroom, in alignment with the agreed budget.
- Work within the strict legal frameworks governing culture, safety, integrity, and the legalities surrounding the school in Indonesia.

Standard of Success

Classroom needs are met on budget and on time, and the school's legal and cultural obligations are never put at risk by a classroom-level decision.

PART THREE — STANDARD OPERATING PROCEDURES

These SOPs set out the daily, weekly, monthly, and termly rhythms of the Head Teacher role, so that quality does not depend on memory — for the Head Teacher, or for any future member of the teaching team.

A Day in the Life of the Head Teacher

Time	Focus
7:45am	Arrival; room set-up, visual schedule check, materials ready before students arrive
8:00am	Calm, predictable arrival and settling-in period for students
Morning block	Core academic teaching via Schoolio, individualised per ILP, mixed group and individual work
Mid-morning	Movement/sensory break; OT or social worker integration as scheduled
Midday	Shared meal; life skills and social connection
Early afternoon	Passion projects, creativity, and life-skills or nature-based learning
3:00–3:30pm	Calm close to the day; brief handover notes prepared for each family
3:30pm	Handover to parents or after-school carer

Time	Focus
3:30–5:00pm	Documentation, app updates, ILP work, and next-day/next-week preparation

SOP 1 — Daily Classroom Rhythm

- Prepare the room and each child's materials before 8:00am arrival, following that day's lesson plan.
- Run the day's structured routine using established habit-stacked transitions, keeping the sensory environment calm and predictable throughout.
- Direct the assistant teacher, and OT/social worker where scheduled in the classroom that day, according to the day's plan for each child.
- Log same-day notes for any child with a notable moment, concern, or win directly into the parent/teacher app.
- Hand over every child at 3:30pm with a short, specific, positive note for the parent or carer.
- Close the day by confirming the next day's materials and any adjustments needed to tomorrow's plan.

SOP 2 — Weekly Planning & Review Cycle

- Review each child's progress against their ILP goals and adjust the coming week's lesson plans accordingly, in consultation with the Director where a significant change is needed.
- Confirm the coming week's Schoolio lessons are loaded, assigned, and aligned to each child's plan.
- Submit a weekly note and report for every child through the parent/teacher app.

- Meet with the assistant teacher, and with the OT and social worker on their in-house days, to align on the coming week's individual and group goals.
- Deliver the weekly parent assembly — key topics, wins, new learnings, and awards.
- Use the one weekly off-site day for lesson planning, ILP drafting, app documentation, and any lighter catch-up tasks, at the Head Teacher's own pace outside core hours.

SOP 3 — Monthly Planning Cycle

- Review and refresh the monthly school theme with the Director, and weave it into each child's ILP focus areas and passions for the coming month.
- Review Schoolio usage and progress data across all students to identify any child falling behind their expected pace.
- Hold a monthly check-in with the OT and social worker to review integration of therapy goals into classroom practice.
- Update materials and resource requests to admin ahead of the following month, within budget.

SOP 4 — ILP Development & Review (Head Teacher's Role)

- Gather source material with the Director: prior assessments, therapist reports, and — most importantly — the parents' own input on the child's needs, focus areas, and passions.
- Draft the ILP together with the parents, not merely for them, treating the family as co-authors of the plan.
- Align each ILP to the current monthly theme and to the child's own interests wherever possible.

- Load the finalised ILP's goals and milestones into the parent/teacher app so parents, the child, the OT, the social worker, and any external therapist can view progress directly.
- Review and tweak the ILP continuously through the term based on what actually happens in the classroom, formally reviewing it with the Director each term.

SOP 5 — Weekly Parent Assembly

- Prepare a short agenda: a key topic or new learning, a round of wins and awards, and any whole-group update.
- Welcome parents warmly and keep the tone celebratory and forward-looking.
- Use the assembly to drive changes in classroom practice or expectations, introduced positively rather than as a correction.
- Note any parent questions or concerns raised at assembly and follow up individually within the week.

SOP 6 — Schoolio & Parent App Data Hygiene

- Enrol every new student onto Schoolio personally, and confirm parent access before the child's first Schoolio lesson.
- Keep each child's Schoolio profile and progress current on at least a weekly basis.
- Ensure goals, milestones, and weekly notes in the parent/teacher app are current for every child, every week, without exception.
- Use ChatGPT or Claude to draft weekly reports and notes efficiently, always reviewing and personalising before sharing with families.

SOP 7 — Handover & End-of-Day

- Prepare a specific, positive handover note for each child — never generic.
- Flag any concern needing follow-up to the parent directly, or escalate per the Escalation Matrix in Part Five.
- Confirm the after-school or overnight carer has what they need to continue the child's routine.

SOP 8 — Holiday Program Participation

- Attend and actively lead sessions within each School Holiday Program, as published on the website under School Holiday Programs (including school plays, camp, the Inner Peace retreat, the school dance, and end-of-year student/parent presentations).
- Maintain the same individualisation and sensory standards during holiday programs as during term time.
- Debrief with the Director after each program to capture learnings for the next cycle.

Meeting Rhythms

Meeting	Frequency	Purpose
Leadership check-in with Director	Weekly	Curriculum alignment, ILP updates, escalations
Team alignment (assistant teacher, OT, social worker)	Weekly	Individual and group goal coordination

Meeting	Frequency	Purpose
Parent assembly	Weekly	Community connection, wins, key topics
OT/social worker integration check-in	Monthly	Therapy goals embedded into classroom practice
Family review meetings	Termly, or as needed	ILP review, progress update, partnership
Holiday program planning & debrief	Per program	Educational content, staffing, learnings

PART FOUR — KPIS & PERFORMANCE MEASURES

The Head Teacher's performance is assessed across four domains, reviewed with the Director each term.

Domain A — Student Progress & Planning

Measure	Target / Standard
Lesson plans current (weekly/monthly/yearly)	100% of active students have current plans at all times
ILPs co-developed with parents and current	100% of ILPs reviewed and tweaked at least once per term
Schoolio enrolment and usage	100% of students actively enrolled and working through Schoolio

Domain B — Communication & App Usage

Measure	Target / Standard
Weekly notes and reports logged	100% of students, every week, via the parent/teacher app

Measure	Target / Standard
Parent-reported satisfaction with communication	Consistently positive feedback via termly check-ins
Weekly assembly delivered	Held every week during term time

Domain C — Classroom & Team Leadership

Measure	Target / Standard
Classroom routine and sensory standards maintained	Consistent daily structure observed by the Director
Team coordination (assistant teacher, OT, social worker, externals)	Positive feedback from all team members each term
Habit-stacked routines in active use	Documented and visibly followed in classroom observation

Domain D — Creativity, Community & Compliance

Measure	Target / Standard
Creative contribution to outings, events, holiday programs	Visible new ideas contributed each term

Measure	Target / Standard
Materials/budget requests submitted accurately and on time	No unplanned budget overruns attributable to the classroom
Legal, cultural, and safety compliance	No compliance incidents attributable to classroom practice

PART FIVE — AUTHORITY, ACCOUNTABILITY & PROFESSIONAL STANDARDS

Decision-Making Authority

The Head Teacher holds day-to-day authority over the following, within the curriculum framework and standards set by the Director:

- Daily and weekly lesson delivery, classroom groupings, and in-the-moment adjustments to plans.
- Day-to-day direction of the assistant teacher and coordination of the OT, social worker, and external contractors while in the classroom.
- ILP content, developed jointly with parents and the Director.

The following require the Director's approval before action:

- Material changes to curriculum architecture or the overall format for how education is delivered.
- Significant changes to an ILP's goals outside the termly review cycle.
- Any matter involving safeguarding escalation, legal, or reputational risk — escalated per the matrix below.

Confidentiality

- Treat all child and family information as strictly confidential, sharing only on a need-to-know basis with staff directly supporting that child.

- Never discuss individual children or families outside of professional contexts.
- Store and handle all records — including Schoolio and parent/teacher app data — in line with Winta's Place's data protection policies.
- Maintain confidentiality obligations beyond the conclusion of employment.

Safeguarding

- Complete all required safeguarding training before commencing the role and on an ongoing basis thereafter.
- Immediately report any safeguarding concern to the Director or, in their absence, directly to the Founder/Principal.
- Never delay a safeguarding report pending further investigation of their own; escalate first, always.
- Model safe, respectful, and appropriate conduct with children and families at all times.

Escalation Matrix

Situation	Action
Routine classroom, lesson, or scheduling decisions	Head Teacher decides directly; no escalation required
A family raises a significant concern or complaint	Head Teacher manages directly, briefs Director within 24 hours

Situation	Action
Safeguarding concern of any kind	Immediate escalation to Director and Founder, per Child Safeguarding Policy
Risk of harm to a child, staff member, or others	Immediate escalation; safety action taken first, documentation follows
Matter with legal, financial, or reputational implications	Escalate to Director/Founder before taking action

PART SIX — COMPENSATION, HOURS & CONDITIONS

Hours

- 8:00am – 5:00pm daily, including one hour break; students depart at 3:30pm.
- Six days a week: five teaching days plus one full day off-site for planning, ILP drafting, and admin — a lighter workday that can be completed flexibly outside core hours.
- Four full weeks off per year, of which one week (typically the fifth) falls when no children are at school and is used for yearly planning, meetings, and team development.
- Attendance at School Holiday Programs — a further five weeks per year — is required, as published on the website under School Holiday Programs.
- Public holidays observed are those in Indonesia relevant to the Head Teacher's own religion, rather than every religious public holiday observed nationally.

Salary — Staged by Enrolment

The school will onboard children gradually, moving toward the full program as enrolment reaches the following thresholds. The current classroom has capacity for eight children; expansion beyond this would involve doubling the teaching team to support further onboarding.

Stage	Monthly Salary (IDR)
Preparation phase (founder's daughter and setup)	11,000,000

Stage	Monthly Salary (IDR)
4+ children enrolled	13,000,000
6+ children enrolled	15,000,000
8 children enrolled (full capacity)	17,000,000

The salary package is inclusive of all payments required under Indonesian employment regulations.

PART SEVEN — CANDIDATE PROFILE & HOW TO APPLY

This part sets out who we are looking for as a person, the practical requirements for the role, and what to include in an application. Qualifications and experience matter — but for a role that makes the school's philosophy real in the room every day, temperament and follow-through matter just as much.

Who We Are Looking For — The Person Behind the Role

Every section of this document so far describes systems, standards, and duties. This section is different, and it matters more than any of them. The Head Teacher is in the room with children all day, every day — leading a small team, holding a classroom together, and carrying the Director's plans into daily reality. The right blend of structure, warmth, and organisation matters more than any single line on a CV.

The Core Blend — Firm Structure and Genuine Warmth

More than anything else, this person holds two things at once, every single day: firm, consistent structure, and real, warm fun. A child needs to know exactly where the boundary is and trust that it never moves — and, in the very same hour, feel like this is one of the adults they most enjoy being around. We are looking for someone who can hold both, fluently, all day, while also being the person who designs the systems that make it possible.

With Children & Teenagers

- Deep, genuine patience — comfortable with progress that is slow, non-linear, and worth waiting for.
- A large, practical toolkit for managing difficult behaviour and emotional dysregulation, grounded in Positive Behaviour Support principles.

- Relentlessly consistent in tone, boundaries, and follow-through, using habit-stacked routines to bring out the best in every child.
- Adjusts register naturally between younger children and teenagers, without losing consistency of standards across both.
- Genuinely focused on results — invested in each child's measurable progress against their ILP goals, not simply a quiet room.

With the Assistant Teacher & Wider Team

- A natural leader who directs with clarity and warmth — the assistant teacher, OT, social worker, and external contractors all know what is expected of them and why.
- Treats every team member as equally important regardless of how many hours a week they spend with the group.
- Delegates clearly, follows up reliably, and creates the conditions for others to do their best work.
- Comfortable being the calm, steady presence the team turns to in a hard moment.

With Parents

- Strong, warm, proactive communication — comfortable raising a concern before a parent has to ask.
- Treats parent knowledge of their own child as a primary source of insight, not a secondary input to an assessment.
- Confident leading a weekly assembly and building genuine community with families, not just delivering updates.

With the Director

- Works in true partnership — building lesson plans and ILPs together, rather than waiting to be handed a finished plan.

- Raises problems and uncertainties early and honestly, rather than quietly managing around them.
- Comfortable holding final responsibility for the classroom while deferring to the Director on curriculum architecture and format.

Personally & Professionally

- Highly organised and systemised — genuinely energised by building routines and structure, not just tolerating them.
- Calm under pressure — a meltdown, a safety concern, or a room going sideways calls for steadiness, not reactivity.
- A clear, warm writer — ILPs, weekly reports, and family communications all depend on plain, precise, encouraging written English.
- Genuinely curious about new tools (including AI-assisted planning with ChatGPT and Claude), while never treating them as a substitute for professional judgement.
- Resilient over the long term — this is a physically and emotionally demanding role, sustained across a full school year, not a single hard term.

This Role Is Not a Fit For Someone Who...

- Struggles to hold a boundary consistently, or lets structure slip in the name of being liked.
- Finds repetition tedious, or lets consistency drift day to day.
- Prefers to deliver a plan handed down from above rather than build it in partnership with the Director and families.
- Is looking for a purely administrative role rather than a hands-on leadership role in the room, every day.

Candidate Requirements

- Education degree.
- Special needs study or specialisation.
- Minimum 5 years' experience across a range of special needs presentations and ages — the school serves children up to 18, so early-years-only experience is not sufficient.
- Excellent, fluent English — spoken and written. Not conversational: fluent, advanced-level English is required, as all lesson plans, ILPs, reports, and family communication are conducted in English.
- Proof of results, supported by case studies.
- Previous ILP examples and student plans available for review.
- Trauma-informed practice experience.
- Minimum four professional references.
- Current First Aid certification.
- Clear police/background check.
- Based in Bali, with no plans to relocate.
- Available to start in August, ahead of the school's September opening.

How to Apply

Candidates are asked to put forward three things alongside a standard application:

- A cover letter and proposal — outlining not only your experience, but your own plan for how you would approach the first term in this role: how you would build lesson plans, ILPs, and classroom systems from the Director's curriculum architecture.

- A short video introducing yourself and what you would bring to a room full of children at Winta's Place.
- A minimum of four professional references, able to speak to your experience teaching and leading in a special needs or inclusive classroom setting.

Above every line in this document, we are looking for the person described in Who We Are Looking For — The Person Behind the Role, above. Qualifications and experience matter; temperament, warmth, and follow-through matter more.

Apply here: wintasplace.com/careers

APPENDIX A — ILLUSTRATIVE WEEKLY SCHEDULE

The following is an illustrative weekly rhythm for the Core Education Program, showing how a full week — including optional extras such as breakfast club, after-school care, and overnight respite — fits together. Exact activities and timings are adjusted by the Head Teacher and Director each term, but the underlying rhythm and structure should stay consistent so children can rely on it.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00–8:30 Breakfast Club (optional)	Morning routine · cooking · tidying	Morning routine · cooking · tidying	Morning routine · cooking · tidying	Morning routine · cooking · tidying	Morning routine · cooking · tidying	—	—
8:30–9:30 Move · Meditate · Motivate	20/20/20 · yoga · brain gym	20/20/20 · nature walk	20/20/20 · fitness with trainer	20/20/20 · meditation & sharing	20/20/20 · gratitude circle	Weekend Club opens — slow start, breakfast together	Rest & respite day — quiet mornings
9:45–12:00 Foundation Time (core academics)	Maths · English · reading	Science · writing	Maths · English · reading	History · geography	Review · reading · project prep	Light activities · friendships · outings	Just be — hanging together or solo time
12:00–1:00 Lunch	Shared nourishing meal	Shared nourishing meal	Shared nourishing meal	Shared nourishing meal	Community lunch	Shared meal at the villa	Shared meal at the villa
1:00–2:30 Passion Projects / Arts	Passion projects / genius time	Art	Passion projects / genius time	Music & drama	Friday Fun Day — community outing	Light outing · waterfall · beach · farm	Free play · reading · downtime
2:30–3:15 Group Time — social & emotional	Communication · regulation	1:1 specialist rotations	Communication · regulation	1:1 specialist rotations	Sharing & celebration of the week	Friendship time	Rest continues
3:15–3:30 Pack up & Home	Reflection & transition	Reflection & transition	Reflection & transition	Reflection & transition	Parent connection & community gathering	—	—
3:30–6:30 After School — Wild & Free (optional)	Nature · farm · therapy sessions	Bikes · cooking · therapy sessions	Waterfalls · art · therapy sessions	Farm · mindful time · therapy sessions	Wild & free · early dinner by 6pm	Continues — outings & 1:1 time	Gentle activities · early dinner
Evening / overnight Respite & live-in (optional)	Overnight respite available	Overnight respite available	Overnight respite available	Overnight respite available	Overnight respite available	Overnight stays — familiar staff	Overnight stays — familiar staff

Rows shown in a lighter shade (Breakfast Club, After School — Wild & Free, and Respite & Live-in) are optional extras outside the Head Teacher's core 8:00am–5:00pm hours, delivered by the after-school and overnight care team; the Head Teacher's core responsibility runs from Morning Routine through Pack Up & Home, Monday to Friday.

AGREEMENT & ACKNOWLEDGEMENT

This document serves as both the position description and the operating handbook for the Head Teacher of the Core Education Program at Winta's Place. It is intended to be a living reference — reviewed and updated as the school grows — rather than a document signed once and set aside.

By signing below, both parties acknowledge that they have read, understood, and agree to the responsibilities, standards, and expectations set out in this document, including the Employment Summary in Part One and the areas of responsibility in Part Two.

For Winta's Place:

Signature: _____

Name: [Founder Name]

Title: Founder & Principal, Winta's Place

Date: _____

For the Head Teacher, Core Education Program:

Signature: _____

Name: _____

Date: _____

“Where there is struggle, there is also possibility. Where there is sensitivity, there is often deep awareness. Where there is difference, there is untapped potential.”