

WINTA'S PLACE

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



POSITION, OPERATIONS & LEADERSHIP AGREEMENT

ASSISTANT TEACHER

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

“This is unlike any school I've ever worked in.”

Prepared for the founding Assistant Teacher of the Core Education Program

Version 1.0 · 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.”

What Winta's Place Is

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. 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.

Everything a neurodivergent child and their family needs lives under one roof at Winta's Place — the school, therapy connections, a parent app, nature and movement, holistic health, and community — coordinated as one experience rather than scattered across separate providers. Full detail lives on the Winta's Place website under Our Approach, Programs, Who We Support, and Family Support.

Purpose of This Role

The Assistant Teacher is responsible for bringing the Head Teacher's daily lesson plans and each child's Individual Learning Plan (ILP) to life in the room, moment to moment. Where the Director designs the curriculum architecture and the Head Teacher builds and leads the day-to-day and week-to-week plan for the classroom, the Assistant Teacher's purpose is delivery: following the plan precisely, supporting individual children exactly as briefed, and giving the Head Teacher accurate, timely information about what is actually happening in the room.

This is not a role that designs its own curriculum, sets its own goals for a child, or decides independently how a lesson should be run. It is a role that makes someone else's excellent plan real — with warmth, consistency, and total reliability — and that raises its hand clearly, and early, whenever something in the room isn't going the way the plan expected.

This support runs across the whole day, not only the formal academic blocks. The Assistant Teacher is alongside the Head Teacher for the full holistic program — movement and sensory sessions, meals and life skills, nature-based learning, passion projects, and group social-emotional time — exactly as it is for Foundation Time academics. Whatever the Head Teacher is leading at any point in the day, the Assistant Teacher is there delivering it alongside them.

This role exists so that no child's day depends on the Assistant Teacher improvising. It depends on the Assistant Teacher delivering, accurately and completely, what the Head Teacher and Director have already designed — and on the Assistant Teacher being exactly the kind of person a child wants beside them while that plan comes to life.

Employment Summary

Field	Detail
Position Title	Assistant Teacher, Core Education Program
Reports To	Head Teacher, Core Education Program (day-to-day direction); Director of Special Education & Student Development (educational standards)
Employment Type	Full-Time — 5 teaching days on-site per week, term time, plus a 6th day of preparation, planning, and admin completed at home or outside of school hours, at the Assistant Teacher's own pace
Salary	Staged: 8,000,000 IDR (preparation, prior to opening) rising to 9,500,000 IDR at up to 4 children, 11,500,000 IDR at up to 6 children, and 13,500,000 IDR per month at full 8-child capacity — see Part Six
Location	Pejeng, Ubud, Bali, Indonesia
Hours	8:00am–4:00pm daily on teaching days (one hour break); students depart 3:30pm

Field	Detail
Additional Required Attendance	All School Holiday Programs, attended as support and guide alongside the Head Teacher; weekly Parent Assembly (supporting the Head Teacher); Staff Professional Development; end-of-year student/parent presentations; emergency meetings requiring classroom support

The Vision for This Role

The Head Teacher is the person who makes Winta's Place feel real, every day, to the children in the room — and the Assistant Teacher is the person who makes that possible. Where the Head Teacher asks “what does this child need from me, in this room, today?”, the Assistant Teacher asks “what does the Head Teacher's plan need from me, right now, to make it true for this child?”

This is a role of exceptional follow-through rather than independent design — and precisely because of that, it is a role where the right personality matters as much as, if not more than, the right qualifications. A brilliant plan delivered by the wrong temperament fails a child just as surely as a poor plan. A section below sets out, deliberately and in detail, exactly who we are looking for.

Working Relationship with the Director & Head Teacher

- The Director sets the curriculum framework and educational standards; the Head Teacher builds the week-to-week and child-by-child plans; the Assistant Teacher delivers those plans faithfully in the room, every day.
- The Assistant Teacher takes direct daily direction from the Head Teacher, and defers to the OT and social worker's guidance on their in-house days regarding therapy-informed strategies.
- Where the Assistant Teacher is unsure how to handle a moment in the room, the answer is always to ask — in the moment if safety requires it, or at the next natural pause — never to guess and move on.
- Where the Assistant Teacher notices something a plan hasn't accounted for, that observation is raised with the Head Teacher promptly and factually; it is the Head Teacher and Director's role to decide what changes, not the Assistant Teacher's.

Who We Are Looking For — The Person Behind the Role

Every section of this document so far describes tasks, systems, and standards. This section is different, and it matters more than any of them. This role lives entirely in relationship — with children, with teenagers, with the Head Teacher and Director, with parents, and with the wider team — and the right blend of personality and hands-on special needs skill matters more than any single line on a CV. Below is exactly who we are looking for, and what this person needs to bring to each of those relationships.

The Core Blend — Firm Structure and Genuine Fun

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. Structure without warmth becomes rigid and cold; warmth without structure becomes chaos that no child — especially a child who relies on predictability — can trust. We are looking for someone who can hold both, fluently, all day.

With Children & Teenagers

- Deep, genuine patience — not the patience of gritting your teeth, but the patience of someone who has done this long enough to know that progress is slow, non-linear, and worth waiting for.
- A large, practical toolkit for managing difficult behaviour and emotional dysregulation — multiple strategies, not one script — because what settles one child will do nothing for another.
- Works from proven, tried-and-tested frameworks and tools rather than improvising in the moment; brings real technique to a hard moment, not just good intentions.
- Reinforces habits and routines through repetition, applying the same cue, the same language, and the same response every time — without becoming bored, short, or checked out by the tenth or the hundredth repeat.
- Relentlessly consistent. Consistency — in tone, in boundaries, in follow-through — is the single biggest factor in whether a child regulates, trusts, and progresses, and it is treated here as non-negotiable, not as a nice-to-have.

- Adjusts register naturally between younger children and teenagers — playful and hands-on with one, respectful and conversational with the other — without losing consistency of standards across both.
- Genuinely fun to be around: playful, up for an adventure, able to laugh — while never letting that warmth soften a boundary that needs to hold.
- Calm under pressure. The harder the moment — a meltdown, a safety concern, a room going sideways — the steadier and more decisive this person becomes.
- Genuinely focused on results — invested in a child's measurable progress against their goals, not simply in keeping the room quiet and the day incident-free.

With the Head Teacher & Director

- Takes direction well and implements a plan fully and precisely, without ego and without quietly doing it their own way instead.
- Excellent, proactive communication — flags what's working, what isn't, and what a child needs, clearly and without being asked.
- Brings genuinely excellent organisation to the role: thinks ahead of the day rather than reacting to it, has materials and transitions ready before they're needed, and never leaves the Head Teacher to notice a gap.
- Reliable in the small things as well as the large ones — documentation, timing, follow-through — so the Head Teacher never has to double-check behind them.

With Parents

- Strong, warm, professional communication skills — comfortable with a brief, honest, positive handover every single day.
- Reinforces the same messaging, tone, and strategies at pickup and drop-off that the Head Teacher and family are using, so a child experiences one consistent approach rather than several.

With the Wider Team

- Coordinates smoothly with the OT, social worker, and other specialists, carrying their strategies into the classroom accurately and consistently.
- Treats every colleague — however many hours a week they're in the room — as an equal partner in one plan for the child.

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.
- Has only one approach to a difficult moment, and little else to reach for when it doesn't work.
- Finds repetition tedious, or lets consistency drift day to day.
- Finds it hard to follow someone else's plan without quietly adjusting it, or resists direction from the Head Teacher and Director.
- Is looking for a stepping stone to leadership rather than work they want to do brilliantly, consistently, for its own sake.

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, who this role reports to, and — above all — who we are looking for as a person.
- 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, candidate requirements, and the application process.

Wherever this document says “the Assistant Teacher,” it refers to the Assistant Teacher of the Core Education Program. Wherever it 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

- Take direction from the Head Teacher openly and without defensiveness — ask questions, but carry out the plan as given.
- Ask for help early; struggling in silence is treated as a system failure, not a personal one.
- Treat the OT, social worker, Head Teacher, and every external specialist as equally valued members of one team.

With Families

- Never let a family discover something concerning about their child secondhand or by surprise — pass anything significant to the Head Teacher promptly so they hear it first, from the right person.
- Use plain, warm language at pickup and drop-off; leave clinical detail and significant updates to the Head Teacher.
- 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 — each one grounded in delivery and accountability to the plans set by the Head Teacher and Director, rather than independent design.

1. Delivering the Plan — Not Designing It

Key Responsibilities

- Deliver each day's lesson plan and each child's ILP exactly as briefed by the Head Teacher, working within Schoolio and the school's established materials.
- Prepare materials and the physical space in advance of each session, following the day's plan and any accommodations noted for individual children.
- Flag promptly — via the parent/teacher app or directly to the Head Teacher — whenever a plan isn't working as expected for a child on a given day, rather than adjusting it independently.
- Support 1:1 and small-group work exactly as directed, rotating between children according to the day's schedule.
- Maintain working familiarity with every child's ILP goals and accommodations, well enough to support any child in the room, not only an assigned few.

Standard of Success

A visiting Director or Head Teacher could walk into the room at any moment and see the day's plan being delivered faithfully — not a close approximation of it.

2. Full-Day Support — The Whole Holistic Program, Not Just Academics

Key Responsibilities

- Support the Head Teacher across every part of the daily program, not only Foundation Time academics — movement and sensory sessions, nature-based learning, life skills and meals, passion projects, and group social-emotional time all receive the same level of hands-on support.
- Provide close, warm, hands-on support to individual children throughout the day, particularly during transitions, sensory overwhelm, or emotional dysregulation, whatever activity is underway at the time.
- Use the calm-down sequences, visual supports, and co-regulation strategies set out in each child's ILP and the school's Behaviour Support Framework, applying them consistently rather than improvising alternatives.
- Support the Head Teacher in maintaining group cohesion while also giving focused individual attention wherever a child needs it, indoors or outdoors.
- Model the Winta's Place tone and language at all times, with children and with colleagues.
- Assist with daily living and life-skills routines — meals, transitions between spaces, and personal care support where needed.

Standard of Success

Every child feels genuinely seen and supported by the Assistant Teacher specifically, across the whole day — not only during formal lessons, and not only by the Head Teacher.

3. Behaviour Support & Co-Regulation

Key Responsibilities

- Recognise early signs of dysregulation and respond using Positive Behaviour Support principles: connection before correction, always.
- Stay calm and physically present during a child's escalation, never matching or amplifying their energy.
- Follow individual behaviour support plans precisely, escalating to the Head Teacher immediately for anything outside the plan.
- Document incidents factually and promptly, per the school's incident reporting SOP, without speculation.

Standard of Success

Children experience the Assistant Teacher as a steady, safe presence in hard moments — never as someone who escalates alongside them.

4. Documentation & Communication**Key Responsibilities**

- Log same-day notes for any child with a notable moment via the parent/teacher app, as directed by the Head Teacher.
- Keep Schoolio and parent/teacher app records accurate and current for assigned children, exactly as instructed.
- Communicate handover information to the Head Teacher clearly and completely at the end of each session and each day.
- Keep day-to-day conversation with families warm and brief; any update about a child's plan, progress, or a significant concern is passed to the Head Teacher to communicate.

Standard of Success

The Head Teacher never has to chase the Assistant Teacher for information — it is offered accurately, and on time, without being asked.

5. Team Collaboration**Key Responsibilities**

- Work under the direct daily direction of the Head Teacher, and take guidance from the OT and social worker on their in-house days.
- Communicate proactively — raise questions, uncertainties, or observations rather than guessing and moving on.

- Support new team members, volunteers, and holiday-program casual staff in following the room's established routines.

Standard of Success

The Head Teacher, OT, and social worker all describe the Assistant Teacher as someone whose word they can rely on completely.

6. Creativity, Community & Holiday Programs

Key Responsibilities

- Bring genuine energy and warmth to outings, events, and the sensory and movement elements of the day.
- Contribute ideas to the Head Teacher and Director, while understanding that final creative and educational direction sits with them.
- Attend and actively support every School Holiday Program, maintaining the same standards of individualisation and sensory awareness as during term time.

Standard of Success

Children experience holiday programs as a joyful, seamless extension of term time — never a lower-energy or less-prepared version of it.

PART THREE — STANDARD OPERATING PROCEDURES

These SOPs set out the daily, weekly, monthly, and termly rhythms of the Assistant Teacher role, so that quality does not depend on memory.

A Day in the Life of the Assistant Teacher

Time	Focus
7:45am	Arrival; support room set-up and materials preparation alongside the Head Teacher
8:00am	Calm, predictable arrival and settling-in support for students
Morning block	Deliver 1:1 and small-group academic support exactly per the day's plan and each child's ILP
Mid-morning	Movement/sensory break support; co-regulation support as needed
Midday	Shared meal support; life skills and social connection
Early afternoon	Support passion projects, creativity, and life-skills or nature-based learning
3:00–3:30pm	Support calm close to the day; prepare handover notes for the Head Teacher
3:30pm	Support handover to parents or after-school carer
3:30–4:00pm	Complete same-day documentation and next-day preparation

SOP 1 — Daily Classroom Rhythm

- Arrive in time to help prepare the room and each child's materials before 8:00am, following that day's lesson plan.
- Deliver the day's structured routine using the established habit-stacked transitions, keeping the sensory environment calm and predictable throughout.
- Follow the Head Teacher's direction for the day's plan for each child, asking questions promptly wherever anything is unclear.
- Log same-day notes for any child with a notable moment, concern, or win, as directed.

- Support handover for every child at 3:30pm with a short, specific, positive note.

SOP 2 — Weekly Rhythm

- Meet with the Head Teacher, and with the OT and social worker on their in-house days, to align on the coming week's individual and group goals.
- Confirm familiarity with the coming week's Schoolio lessons and each child's current ILP focus areas.
- Support the weekly parent assembly as directed by the Head Teacher.

SOP 3 — ILP Familiarisation

- Review each assigned child's current ILP with the Head Teacher at the start of each term and after every update.
- Raise any part of an ILP that is unclear before attempting to deliver it in the room.
- Never alter an ILP goal, strategy, or milestone independently — all changes flow through the Head Teacher and Director.

SOP 4 — Documentation Hygiene

- Log app notes for assigned children promptly, factually, and without speculation.
- Confirm with the Head Teacher at the end of each day that all required documentation has been completed.

SOP 5 — Holiday Program Participation

- Attend and actively support sessions within each School Holiday Program, as published on the website under School Holiday Programs.
- Maintain the same individualisation and sensory standards during holiday programs as during term time.
- Debrief with the Head Teacher after each program to capture learnings for the next cycle.

Meeting Rhythms

Meeting	Frequency	Purpose
Daily handover with Head Teacher	Daily	Same-day updates, next-day preparation

Meeting	Frequency	Purpose
Team alignment (Head Teacher, OT, social worker)	Weekly	Individual and group goal coordination
ILP familiarisation review	Termly, or after any update	Ensuring accurate, confident delivery of each child's plan
Holiday program planning & debrief	Per program	Educational content, staffing, learnings

PART FOUR — KPIS & PERFORMANCE MEASURES

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

Domain A — Delivery Fidelity

Measure	Target / Standard
Lesson plans and ILPs delivered as briefed	Consistently delivered as planned, with any deviation flagged the same day
Familiarity with assigned children's ILPs	Able to confidently support any assigned child at any time

Domain B — Documentation & Communication

Measure	Target / Standard
Same-day notes logged as directed	100%, every day, for every notable moment
Handover information provided to Head Teacher	Clear and complete at the end of every session

Domain C — Presence & Regulation

Measure	Target / Standard
Co-regulation approach during dysregulation	Consistently calm, connected, and per the child's plan
Consistency of tone and language with children	Aligned with the Winta's Place Way at all times

Domain D — Team & Culture

Measure	Target / Standard
Reliability rated by Head Teacher, OT, social worker	Consistently positive feedback each term

Measure	Target / Standard
Proactive communication of questions or concerns	Raised promptly, rather than guessed at

PART FIVE — AUTHORITY, ACCOUNTABILITY & PROFESSIONAL STANDARDS

Decision-Making Authority

The Assistant Teacher holds authority over the following, within the plan set by the Head Teacher:

- In-the-moment delivery choices that keep a child safe and regulated, consistent with that child's existing plan.
- The immediate response to a child's distress or dysregulation, using established co-regulation strategies.

The following require the Head Teacher's direction or approval:

- Any change to a lesson plan, ILP goal, strategy, or milestone.
- Any communication with a family about a child's progress, plan, or a significant concern.
- 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 Head Teacher or, in their absence, directly to the Director or 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 in-the-room delivery question	Assistant Teacher asks the Head Teacher directly; no formal escalation required
A family raises a concern directly with the Assistant Teacher	Passed to the Head Teacher the same day, without independent response
Safeguarding concern of any kind	Immediate escalation to the Head Teacher and Director, 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 the Head Teacher/Director before taking any action

PART SIX — COMPENSATION, HOURS & CONDITIONS

Hours

- 8:00am – 4:00pm daily, including one hour break; students depart at 3:30pm.
- Five teaching days a week, on-site, term time.
- A 6th day each week for preparation, planning, ILP familiarisation, and admin — completed at home or outside of school hours, in the Assistant Teacher's own time and at their own pace, rather than on-site.
- Four full weeks off per year, of which one week is a students-off-site week used for team preparation and development.
- Attendance at School Holiday Programs — a further five weeks per year — is required, attending as support and guide alongside the Head Teacher, as published on the website under School Holiday Programs.
- Public holidays observed are those in Indonesia relevant to the Assistant 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.

Stage	Monthly Salary (IDR)
Preparation phase (prior to opening)	8,000,000
Opening — up to 4 children enrolled	9,500,000
Up to 6 children enrolled	11,500,000
8 children enrolled (full capacity)	13,500,000

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

Candidate Requirements

- **Excellent, fluent English — spoken and written. Not good, not conversational: fluent, native-level English is required, as the school teaches expat children and all planning, documentation, and family communication is conducted in English.**
- Education degree, or currently completing an education-related qualification.
- Direct experience supporting children with special needs across a range of ages — not limited to early years — given the school serves children through to 18.
- Minimum 2 years' hands-on experience in a special needs or inclusive classroom setting.
- Comfortable following a structured plan set by someone else, with genuine consistency day after day.
- Current First Aid certification.
- Clear police/background check.
- Minimum two professional references.
- Based in Bali, with no plans to relocate.
- Available to start in August, ahead of the school's September opening.

Above every line on this list, we are looking for the person described earlier in this document — see Who We Are Looking For — The Person Behind the Role in Part One. Qualifications and experience matter; temperament matters more.

Application Requirements

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

- A short cover letter that speaks not only to experience, but to why this particular way of working — delivering someone else's plan brilliantly, rather than designing your own — genuinely appeals.
- A short video introducing themselves and what they would bring to a room full of children at Winta's Place.

APPENDIX A — ILLUSTRATIVE WEEKLY SCHEDULE

The Assistant Teacher works inside the weekly rhythm designed by the Head Teacher and Director, supporting delivery across the full week. The illustrative structure below shows the shape of a typical week; exact activities are set by the Head Teacher each term.

Time	Focus
8:30–9:30	Move · Meditate · Motivate — support morning movement and regulation routines
9:45–12:00	Foundation Time — deliver 1:1 and small-group academic support per the day's plan
12:00–1:00	Shared meal — support life skills and social connection
1:00–2:30	Passion Projects / Arts — support individual and group creative work
2:30–3:15	Group Time — support communication and regulation activities
3:15–3:30	Pack up & Home — support reflection, transition, and handover

Full detail on the weekly rhythm, including optional breakfast club, after-school, and respite programming, is set out in the Head Teacher's Position, Operations & Leadership Agreement and on the Winta's Place website under Programs.

AGREEMENT & ACKNOWLEDGEMENT

This document serves as both the position description and the operating handbook for the Assistant 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 Assistant 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.”