



Position Title:	Upper School English Teacher
Date Modified:	March 2021
FLSA Classification:	Exempt
Reports to:	Head of Upper School
Position Purpose:	Responsible for student English instruction in Upper School with emphasis on creating a vibrant, comprehensive program that utilizes sound instructional practices that reflect best practice through inquiry and research-based instruction. Creates lesson plans and instructs students in English. Collaborates across disciplines for an integrated and relevant curricular approach. Creates a well-rounded, comprehensive instructional program that reflects best practice through inquiry and research-based instruction. Serve as an Upper School advisor creating a welcoming and compassionate environment for advisees.
Work Hours:	7:15 a.m. – 4:15 p.m.
Work Calendar:	School Year
PTO Designation:	Educator (Blackout Dates May Apply)

Description

The Upper School English Teacher will facilitate a vibrant, relevant, and challenging English program for all learners. The Upper School English Teacher will provide opportunities to acquire English knowledge and skills and to ignite a passion for English. The Teacher will be an essential member of the English curriculum development team, along with Upper School administration and Upper School faculty.

As an advisor, the Upper School English Teacher will commit to knowing their advisees and advisee families well. With this foundation, the advisor will serve as the nexus of communication between home and school, promote social-emotional development, and offer appropriate guidance and care for members of their advisory group.

Essential Functions and Tasks

- Works directly with the Head of Upper School to initiate, implement and oversee the day-to-day programs for students.
- Serves as an educator and works directly with the Head of Upper School to initiate, implement, and oversee the day-to-day programs for students.
- Provides a supportive, orderly, and interactive classroom environment where all students feel engaged and welcomed.
- Serves as an example to colleagues in manners of classroom management, teaching methods, and school procedures.
- Provides academic guidance to students; serves as student advocate, helping student families respond to specific academic, emotional, and developmental challenges.

- Communicates with parents, administrators, student services, and chaplains concerning the emotional and physical well-being of students.
- Assists administration with divisional long-range planning, as well as the division's daily schedule and calendar.
- Follows the unit planning expectations of the Upper School to design and implement engaging academic experiences for all students.
- Works collaboratively with the Upper School administration, school specialists and teacher colleagues to research curriculum best practice.
- Consistently provides a safe and joyful learning environment that integrates and assimilates the Responsive Classroom framework into daily student interaction.
- Participates in student-centered assessment and reporting approaches, including writing narratives and creating student portfolios.
- Utilizes curriculum and assessments to implement a developmentally appropriate instructional program for diverse learners.
- Uses differentiated instruction and a social-emotional approach to student engagement.
- Uses portfolio assessments for each student and maintains assessment records per Upper School guidelines. Uses report card and narrative summaries.
- Assists in maintaining teacher web pages following guidelines provided by division, school administration and technology specialist.
- Works cooperatively with administration and curriculum specialist to promote and enhance vertical alignment of curriculum, PS-12th grade.
- Works cooperatively with specialists, administration, and faculty to promote a positive work environment based on a growth mindset.
- Works closely with technology department on the integration of technology throughout the curriculum.
- Works as a team player assisting co-workers, divisions and departments as needed by the School.
- Identifies students that would benefit from the Wings program and works to provide the best learning environment possible for Wings' students.
- Ensures Upper School facilities are ready for the start of school each day.
- Knowledgeable about Veracross and/or other student management software.
- Well versed with and adheres to school policies in all areas of student interaction.
- Supports the Employee and School Handbooks and, provides assistance by recommending revisions and updates to the School Handbook as needed.
- Completes various tasks related to the employee's yearly goals and the school's long range and strategic financial plan.
- Takes part in the Professional Growth and Evaluation Program and enthusiastically takes part in professional growth opportunities.
- Maintains congruency between the school's board-approved Mission Statement, the Long Range and Strategic Financial Plan, and all activities of the Upper School classroom.
- Assists in the recruitment and selection of new and replacement instructional and support faculty as needed.

- Exhibits the behaviors described in the Faculty and Staff: Basic Expectations, Characteristics of Professional Excellence and complies with Physical Requirements and Work Environment.
- Is assessed through the Professional Growth and Evaluation Program.
- Performs other tasks and duties as assigned by the Head of School and/or supervising director or head.
- Employee may be required to work remotely or engage in telework activity as determined in the employer's sole discretion.
- This job description is intended to describe the basic, critical elements of the job and should not be construed as an exhaustive list of all responsibilities, skills, efforts or working conditions associated with the job.
- This job description does not constitute a contract. It may be modified or amended at any time, as determined in the employer's sole discretion.

Qualifications

- Bachelor's degree in education; Master's degree preferred.
- Excellent verbal and written communications skills.
- A minimum of three years of teaching in an independent school environment preferred.
- Demonstrates leadership and facilitative skills, including the ability to relate effectively with faculty, administrators, operations staff, colleagues, parents, and students.
- Training and/or experience in social-emotional learning/instruction preferred.
- Experience in research and instructional practices pertaining to interdisciplinary learning preferred.

Physical Requirements and Work Environment

- Climate controlled classroom/school environment with a wide variety of challenges, deadlines.
- Ability to work outdoors in a wide range of temperatures and weather.
- Occasionally lift up to 30 pounds.
- Visual acuity, both near and far.
- Ability to hear sounds at normal speaking levels with or without correction and to receive information through oral communications.
- Stooping, bending, kneeling, standing, walking, reaching