

<b>Position Title:</b>	<b>Primary School Teacher</b>
<b>Date Modified:</b>	February 2023
<b>FLSA Classification:</b>	Exempt
<b>Reports to:</b>	Head of Primary School
<b>Position Purpose:</b>	Responsible for student instruction in grades Pre-Primary through Primary II (2-4 years of age). Teaches division specific curriculum which includes student-driven project work and Rice Early Literacy within a Reggio-inspired environment. Creates a well-rounded, comprehensive instructional program that reflects best practice through inquiry and research-based instruction.
<b>Work Hours:</b>	7:15 a.m. – 4:15 p.m.
<b>Work Calendar:</b>	School Year
<b>PTO Designation:</b>	Educator (Blackout Dates May Apply)

### **Description**

A Primary School Classroom Teacher will facilitate the growth of students in a student-centered, developmentally appropriate Reggio Emilia inspired environment focusing on research-based, best practices that follow a differentiated, balanced approach and curriculum. The Primary School teacher will demonstrate an understanding of the developmental stages and needs of young children and support them in a gentle and nurturing manner. While developing and maintaining positive relationships with students, parents, and faculty members, the Primary School teacher will recognize and support the social-emotional needs of each student.

### **Essential Functions and Tasks**

- Serves as an educator and works directly with the teaching assistant/teaching fellow, Head of Primary School, and Assistant Head of Primary School to initiate, implement, and oversee the day-to-day programs for students at a particular grade level.
- Provides for students a supportive, orderly, and interactive classroom environment where creative learning takes place.
- 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 with chaplains concerning the emotional and physical well-being of students within the classroom.
- Routinely uses educational strategies and project-based curriculum to bolster a student-centered, inquiry-based instructional design.
- Works collaboratively with the Primary School administration, school specialists and teacher colleagues to research curriculum best practice.
- Consistently provides a safe and joyful learning environment into daily student interaction.

- Participates in student-centered assessment and reporting approaches including writing narratives and portfolio assessment.
- Utilizes curriculum and assessments to promote an appropriate instructional program and growth for every learner.
- Uses differentiated instruction and a social-emotional approach to student engagement.
- Uses portfolio assessments for each student and maintains assessment records and documentation per Primary School guidelines. Uses conference reports and narrative summaries.
- Works cooperatively with administration and educational technology specialist to promote and enhance vertical alignment of curriculum, PS - 8<sup>th</sup> grade.
- Works cooperatively with specialists, administration, and faculty to promote a positive work environment based on a growth mindset.
- Ensures Primary School facilities are ready for the start of school each day.
- Assists administration with division long range planning, as well as the division's daily schedule and calendar, as needed.
- Knowledgeable about school data management systems and/or other student management software.
- Completes various tasks related to the employee's yearly goals and the school's long range and strategic financial plan.
- Maintains congruence between the school's board-approved Mission Statement, the Long Range and Strategic Financial Plan, and all activities of the Primary School classroom.
- Well versed with and adheres to school policies in all areas of student interaction.
- Supports the Employee and School Handbooks and assists with revisions and updates, when necessary, of the Primary School's policies and procedures.
- Assists in the recruitment and selection of new and replacement instructional and support faculty. Takes part in the Professional Growth and Evaluation Program and enthusiastically takes part in professional growth opportunities.
- 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 of head, including extracurricular.
- Employees may be required to work remotely or engage in telework activity as determined at 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.
- A minimum of three years of teaching in an independent school environment preferred and excellent verbal and written communications skills.

- Demonstrates leadership and facilitative skills, including the ability to relate effectively with administrators, operations staff, colleagues, parents, and students.
- Reggio-inspired and Project Approach experience 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 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, jumping