

<b>Position Title:</b>	<b>Upper School Math Teacher</b>
<b>Date Modified:</b>	January 2023
<b>FLSA Classification:</b>	Exempt
<b>Reports to:</b>	Head of Upper School
<b>Position Purpose:</b>	Responsible for student instruction in grades 9-12. Creates lesson plans and instructs students in mathematics. Collaborates across disciplines for an integrated and relevant curricular approach. Emphasizes real world applications and mathematical thinking over coverage.
<b>Work Hours:</b>	7:30 a.m. – 4:15 p.m.
<b>Work Calendar:</b>	School Year
<b>PTO Designation:</b>	Educator (Blackout Dates May Apply)

### **Description**

The Upper School Math Teacher reports to the Head of Upper School and will facilitate the mathematical growth of students in a student-centered, developmentally appropriate environment, following and fine-tuning an integrated and relevant curriculum, which develops students' curiosity and encourages higher-level thinking. A focus on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems are major responsibilities. The teacher will employ professional judgment to utilize appropriate methods, including direct instruction, structured investigation, and open exploration. The math teacher is an essential member of the growing Upper School team, pitching in with both ideas and execution. While developing and maintaining positive relationships with students, parents, and faculty members, the Upper School math teacher will recognize and coach the social-emotional needs of each student.

### **Essential Functions and Tasks**

- Serves as an Educator and works directly with the Head of Upper School to collaborate on interdisciplinary and relevant math curriculum, implement it, and serve as a member of the Upper School team in a variety of capacities.
- Provides for students a supportive, orderly and interactive classroom environment where creative learning takes place.
- Routinely uses educational strategies and project-based curriculum to bolster a student-centered, inquiry-based instructional design.
- Serves as an example to colleagues in manners of classroom management, teaching methods and school procedures.
- Works collaboratively with the Upper School administration and teacher colleagues to research curriculum best practice.
- Manages class sections while collaborating with other faculty outside the math discipline for curricular enhancements, cross-disciplinary connections, and real-life applications of math concepts.

- Works with administration to promote and enhance vertical alignment of curriculum, K-12<sup>th</sup> grade.
- Works collectively with specialists, administration, and faculty to promote a positive work environment based on a growth mindset.
- Works closely with the Head of Academic Technology on the integration of technology where appropriate and useful in the curriculum.
- Well versed with and adheres to school policies in all areas of student interaction. Provide academic guidance to students; serve as student advocate, helping student families respond to specific academic, emotional and developmental challenges. Communicate with parents, administrators, student services, and with chaplains concerning the emotional and physical well-being of students within the classroom.
- Assists administration with division long-range planning, as well as the division's daily schedule and calendar as needed.
- Ensures Upper School facilities are ready for the start of school each day.
- Knowledgeable about Veracross and/or other student management software.
- 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
- Adheres to the Employee and School Handbooks and makes recommendations to the division head about potential revisions and updates to the School Handbook.
- Completes various tasks related to the employee's yearly goals and the school's long range and strategic financial plan.
- Commits to the Employee Expectations and Standards of Professional Excellence as the non-negotiable foundations for employment at St. Francis Episcopal School 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 including extracurricular.
- Employees 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 mathematics; Master's degree preferred.
- A minimum of three years of teaching in an independent school environment is preferred.
- Excellent verbal and written communications skills.
- Demonstrated leadership and facilitative skills, including the ability to relate effectively with administrators, operations staff, colleagues, parents, and students.

- AP Statistics experience is preferred or willingness to engage in professional development towards this end.

**Physical Requirements and Work Environment**

- Occasionally lift to 30 pounds.
- Generally, works in standard office conditions and climate; may work in varied extreme outside weather conditions during school events, special activities, and fundraising events.
- Ability to work in a highly stressful environment dealing with a wide variety of challenges and deadlines.
- May work at a desk and computer for extended periods of time.
- Ability to stoop, bend, kneel, stand, walk, reach