

Position Title:	Middle School History Teacher
Date Modified:	April 2023
FLSA Classification:	Exempt
Reports to:	Head of Middle School
Position Purpose:	Responsible for 5 th grade history instruction and service as a Middle School advisor. The Teacher will create a vibrant, comprehensive instructional program that utilizes sound instructional practices. As an advisor, create a welcoming environment for all advisees.
Work Hours:	7:15 a.m. – 4:15 p.m.
Work Calendar:	School Year
PTO Designation:	Educator (Blackout Dates May Apply)

Description

The Middle School History teacher will facilitate a vibrant, relevant, and challenging history program for all learners. The Middle School History Teacher will provide opportunities to acquire history knowledge and skills while helping students acclimate to a middle school environment and schedule. The history teacher will be an essential member of the history curriculum development team, along with Middle School Administration, Middle School history faculty, and the broader humanities team.

As an advisor, this faculty member 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

- Serves as an Educator and works directly with the Head of Middle School to initiate, implement, and oversee the day-to-day programs for students in the 5th grade.
- Provides a supportive, orderly, and interactive classroom environment where all students feel engaged and welcomed.
- 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 middle school guidelines. Uses report cards and narrative summaries.
- Assists in maintaining teacher web pages following guidelines provided by division, school administration and technology specialists.
- Works cooperatively with administration and curriculum specialists 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 the 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 middle school facilities are ready for the start of school each day.
- 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.
- 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, as needed.
- Follows the unit planning expectations of the middle school to design and implement engaging academic experiences for all students.
- Works collaboratively with the middle 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.
- Takes part in the Professional Growth and Evaluation Program and enthusiastically takes part in professional growth opportunities.
- Maintains congruence between the school's board-approved Mission Statement, the Long Range and Strategic Financial Plan, and all activities of the middle school classroom.
- Assists in the recruitment and selection of new and replacement instructional and support faculty when needed.
- 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.
- 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.

- Performs other tasks and duties as assigned by the Head of School and/or supervising director, including extracurricular.
- Employee 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; Master's degree preferred.
- Excellent verbal and written communications skills.
- A minimum of three years of teaching in an independent school environment is 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.
- Training and/or experience in backward design and the use of preassessments and differentiation strategies preferred.
- Experience in researching instructional practices, specifically pertaining to Mind Brain and Education History research.

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 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.