



Position Title:	Middle School Teacher
Date Modified:	January, 2019
FLSA Classification:	Exempt
Reports to:	Head of Middle School
Position Purpose:	Responsible for student instruction in grades grades 5-8. Creates lesson plans and instructs students in content areas such as English, science, literature, Spanish, music, art, engineering, technology and mathematics. Creates a well-rounded, comprehensive instructional program that reflects best practice through inquiry and research based instruction.
Work Hours:	7:15 a.m. – 4:15 p.m.
Work Calendar:	School Year
PTO Designation:	Educator (Blackout Dates May Apply)

Description

A Middle School Teacher will facilitate the growth of students in a student-centered, developmentally appropriate environment focusing on research-based, best practices following a differentiated, balanced approach and curriculum. While developing and maintaining positive relationships with students, parents, and faculty members, the middle school teacher will recognize and coach the social emotional needs of each student.

Essential Functions

- 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 at a particular grade level.
- Maintains congruency 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. Takes part in the Professional Growth and Evaluation Program and enthusiastically takes part in professional growth opportunities.
- Provides for students a supportive, orderly and interactive classroom environment where creative learning takes place.
- Well versed with and adheres to school policies in all areas of student interaction.
- Supports the Employee and Sschool 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 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.
- Routinely uses educational strategies and project based curriculum to bolster a student-centered, inquiry-based instructional design.
- 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 use of The Responsive Classroom into daily student interaction.
- A professional who participates in student-centered assessment and reporting approaches including writing narratives and portfolio assessment.
- 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.

Essential Tasks

- Utilizes curriculum and assessments to promote an appropriate instructional program and growth for every learner and to determine developmentally appropriate approaches for various groups of 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 card and narrative summaries.
- Assists in maintaining grade-level 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, K-8th 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 middle school facilities are ready for the start of school each day.
- Knowledgeable about *Senior 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 of head, including extracurricular.

Qualifications

- Bachelor's degree in education; Master's degree preferred.
- Experience teaching in an independent school environment preferred and excellent verbal and written communications skills.
- 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.
- Training in social-emotional learning/instruction; Responsive Classroom training required.
- Training in project-based learning instruction; The Buck Institute's PBL instructional training required.
- Experience in researching instructional best-practices, specifically pertaining to Mind Brain and Education science 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 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