



<b>Position Title:</b>	<b>Upper School Humanities and History Department Chair</b>
<b>Date Modified:</b>	December 2018
<b>FLSA Classification:</b>	Exempt
<b>Reports to:</b>	Head of Upper School
<b>Position Purpose:</b>	Responsible for all curricular instruction and activities in grades 9-12 and responsible for guiding and aligning content-specific curriculum for grades 5-8.
<b>Work Hours:</b>	7:30 a.m. – 4:30 p.m.
<b>Work Calendar:</b>	Full Year
<b>PTO Designation:</b>	Department Chair (Blackout Dates May Apply)

### **Description**

The Humanities and History Department Chair reports to the Head of Upper School. The Humanities and History Department Chair teaches Upper School humanities courses and works closely with other faculty members to create interdisciplinary units and courses. He/she creates a well-rounded, comprehensive instructional program that reflects best practice through inquiry and research-based instruction. The Humanities and History Department Chair will work with administrators to develop the four-year sequence of courses for the Humanities/History Departments.

### **Essential Functions**

- Serves as an Educator/Department Chair and works directly with the Head of Upper School to initiate, implement and oversee the day-to-day programs for students.
- Assists in the recruitment and selection of new and replacement instructional and support faculty.
- Provides for students a supportive, orderly and interactive classroom environment where creative learning takes place.
- Adheres to the Employee and School Handbooks and makes recommendations to the division head about potential revisions and updates to the School Handbook.
- Serves as an example to colleagues in manners of classroom management, teaching methods and school procedures.
- Well versed with and adheres to school policies in all areas of student interaction. 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.
- 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.
- Routinely uses educational strategies and project-based curriculum to bolster a student-centered, inquiry-based instructional design.

- 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 Head of School and/or supervising director or head including extracurricular.

### **Essential Tasks**

- Determines the focus, sequence, emphasis, and essentials of the content under the guidance of the Head of Curriculum and Instruction.
- Works cooperatively with administration and Head of Curriculum and Instruction to promote and enhance vertical alignment of curriculum, 5<sup>th</sup>-12<sup>th</sup> grade.
- Works cooperatively with specialists, administration and faculty to promote a positive work environment based on a growth mindset.
- Examines the current curriculum with recommendations for updates, revisions, and enhancements.
- Provides feedback to teachers and administrators for evaluation and professional growth of classroom teachers.
- Learns the current ISM evaluation model and contributes to the collaborative, ongoing creation of the St. Francis brand of the evaluation model.
- Ensures Upper 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.

### **Qualifications**

- Bachelor's degree in education; Master's degree preferred.
- A minimum of five years of teaching in an independent school environment preferred and excellent verbal and written communications skills.
- Collaborative, flexible, resilient self-starter with the ability to lead and follow.
- Experience managing, supervising, and mentoring adult educators.
- Interest in or experience with skills-based assessment methods.
- Demonstrated leadership and facilitative skills, including the ability to relate effectively with administrators, operations staff, colleagues, parents, and students, leadership in instructional methods, a master teacher.

### **Physical Requirements and Work Environment**

- Occasionally lift up 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