



THE SHANGHAI SMIC PRIVATE SCHOOL 上海市民办中芯学校

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SMIC-I Elementary Grades 1, 2, or 3 Homeroom Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leaders 2. SMIC-I K-12 Vice Principal	<i>Division</i>	SMIC-International
<i>Job Title</i>	SMIC-I Elementary Homreroom Teacher (Grades 1, 2 or 3)	<i>Department</i>	Elementary School
<i>Approved By</i>	International KSuperintendent	<i>Section</i>	Grades 1, 2, or 3
<i>Revision No/Date</i>	Created April 7, 2017; Updated December 6, 2021; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I Elementary through providing instructional guidance in elementary grades 1, 2, or 3 as a homeroom teacher, while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.		
Successful SMIC Private School educators have ...	<ul style="list-style-type: none">• <u>Passion</u> about bringing quality education to students that includes ...<ul style="list-style-type: none">○ love for education○ consistently operating with a commitment to positivity, excitement, and creative problem-solving○ respect for working in a multicultural environment where multiple work styles are valued and celebrated○ being a caring contributor who brings enjoyment to the workplace• <u>Team spirit</u> commitment that includes ...<ul style="list-style-type: none">○ a can-do attitude○ respect for genuine joyful collaboration○ dedication to positive and supportive interpersonal relationship skills○ willingness to take initiative○ desire for transparency○ ability to take direction easily when needed○ willingness to make personal sacrifices for the greater school-wide good○ committed to working in a team-based teaching environment where flexibility and collaboration are key• <u>Strong work ethic values</u> that include ...<ul style="list-style-type: none">○ high standards of quality○ effective organizational skills○ being self-directed○ ability to multitask○ comfort with big picture concepts while being detail-oriented when implementing school plans○ serving as a strong positive role model for students at all times• <u>Responsible outlook</u> includes ...<ul style="list-style-type: none">○ a sense of ownership and reliability in getting the job done correctly to the end○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed		

Job Duties

Teaching Assignment	Grade Level	Total Periods
SMIC-I ES Homeroom Teacher	Grades 1, 2, or 3 as assigned	25 periods/week

Grades 1, 2, or 3 Teacher Duties

- Work with students in grades 1, 2, or 3, as assigned, in a self-contained classroom teaching/homeroom for all the core academic subjects (reading, writing, math, science, social studies)
- Coordinate the classroom human resources (teacher and assistant teacher) to deliver effective high-quality educational opportunities to students
- Supervise and evaluate an assistant teacher assigned to work with the class
- Work on elementary curriculum development in reading, writing, math, science, and social studies as assigned following the *Understanding by Design* (UbD) format
- Prepare effective and diverse classroom lessons to implement the school's science curriculum following the school's accepted methods
- Design authentic subject assessments and measure their effectiveness in meeting curricular goals
- Differentiate lesson plans to meet the needs of both struggling and advanced students.
- Collaborate with grade-level team to plan, teach, and assess interdisciplinary units
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Support the work of grade-level initiatives including sponsored student clubs/activities

Homeroom Teacher Duties

- Communicate and promote upcoming class, grade, and school events with both parents/families, and students
- Create a positive and collaborative relationship with homeroom parents
- Report on each child's behavioral and academic progress
- In collaboration with Vice Principal, the EC Director (grade 1 only), AA Director, SA Director, and the Grade Level Leader create and implement behavioral and academic plans for students in need
- Communicate with parent(s)/guardian(s) directly about emergency safety and health issues involving his/her child's needs, which could include calling and emailing after regular working hours
- Making visits to families homes during times of extraordinary need such as for extreme illness or family emergency
- Teach and train students in safety, procedures, and character per school-wide expectations and initiatives

General Teacher Duties

- Positively and productively collaborate with grade level and subject level teachers
- Actively and positively promote the school's "Expected School-wide Learning Results" (ESLRs): global citizenship, motivated learners, healthy individuals, and persons of character
- Follow the SMIC Code of Ethics and school policies as outlined in the most current version of the *SMIC Staff Handbook*
- Closely follow the SMIC-I "Curriculum, Instruction, and Textbook Policy" as is appropriate for the Chinese context
- Maintain and update timely student records including grading (homework, grade books, progress reports, report cards, student attendance, and other required documents)
- Be actively involved in at least 40 hours of administrator approved extra-curricular activities a year as a faculty sponsor/advisor/coach/helper/school committee member
- Create an engaging and organized learning space (classroom) for students
- Actively fulfill assigned supervision duties, which could include passing period duty, lunch duty, study hall assignments, etc.
- Work closely with parents/guardians through providing feedback on progress, answering questions, and being an educational partner regarding their child's learning

	<ul style="list-style-type: none"> • Proactively meet and communicate with parents/guardians, students, and other teachers when necessary to develop interventions for students with academic, emotional/behavioral, or other needs • Take an active role in required meetings (grade level; departmental; grade level; committees, faculty; etc.) • Serve as an elementary grades substitute teacher when needed • Assist with additional duties as assigned
Organization and Communication Skills	<ul style="list-style-type: none"> • Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the elementary grades' level including innovations and best practices • Knowledgeable about the American-style education system and how elementary school level instruction integrates into it • Comfortable working in a school that integrates Chinese and American-style educational philosophies • Comfortable with computers for school-related purposes including PowerSchool, Rubicon Atlas, Canvas, email, and MS Office programs • Desires to actively engage in professional development opportunities as provided by the school or through individual initiative • Flexible and culturally sensitive in adapting to a multi-cultural environment with school community members (students, staff, and families) of many nationalities • Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • Works effectively with students who exhibit near English proficiency • Patient in working with members of the school community calmly and positively in tense, high-pressure situations including following the chain of communications command • Fluent in both oral and written English at a professional standard

Research-based Best Practices Guiding SMIC-I Frameworks	<ul style="list-style-type: none"> • <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006 • <i>Understanding by Design,</i> Grant Wiggins & Jay McTighe. ASCD. 2005 • <i>Units of Study for Teaching Reading: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2015 • <i>Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2013
Education and Work Experience Requirements	<ul style="list-style-type: none"> • Bachelor's degree <u>required</u> in elementary education but a bachelors' degree in a related field (i.e., early childhood) is considered with a teaching license and 2 years of verifiable full-time teaching experience in an elementary school • Must possess a valid teaching license/certificate in elementary or early childhood education • At least 2 years of full-time teaching in the same position in a regular elementary school • Evidence of current relevant professional development especially at the lower elementary grades level
Signatures	<ul style="list-style-type: none"> • I have been provided a copy of this job description which I have reviewed. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>X</p> <hr style="width: 100%;"/> <p>Employee</p> </div> <div style="text-align: center;"> <p>X</p> <hr style="width: 100%;"/> <p>Printed Name</p> </div> </div> <div style="margin-top: 20px;"> <p>X</p> <hr style="width: 100%;"/> <p>Date</p> </div> <ul style="list-style-type: none"> • As the school's designated representative, I have reviewed this job description with the employee assigned to this role listed above. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>X</p> <hr style="width: 100%;"/> <p>Official School Designee</p> </div> <div style="text-align: center;"> <p>X</p> <hr style="width: 100%;"/> <p>Printed Name</p> </div> </div> <div style="margin-top: 20px;"> <p>X</p> <hr style="width: 100%;"/> <p>Date</p> </div>