



SMIC-I ES Assistant Teacher (Grades 1-5)

REPORTING STRUCTURE			
Job Family	Assistant Teacher	Center	School
Report To	1. Assigned Homeroom Teacher 2. ES Academic Affairs Associate Director	Division	SMIC International Division
Job Title	SMIC-I ES Assistant Teacher (Grades 1-5)	Department	SMIC-I ES
Approved By	International K-12 Principal	Section	Assigned Grade Level Team
Revision No / Date	Created September 27, 2018; Updated November 10, 2023; Effective August 2024		
POSITION DESCRIPTION			
Job Purpose	Contribute toward building a world-class SMIC-I Elementary through providing instructional support in Grades 1-5 as an assistant teacher in a dynamic system dedicated to honor, excellence, community, and joy.		
Successful SMIC Private School educators have ...	• <u>Passion</u> about bringing quality education to students that includes ... ○ 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 ... ○ 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 ... ○ 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 ... ○ 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 Assistant Teacher (AT)	Grades 1-5 as assigned	25 periods/week

Assistant Teacher Role Assignment

- Assist in elementary classrooms (Grades 1, 2, 3, 4, or 5) as assigned
- Demonstrate a strong interest in working with elementary-aged students
- Maintain and update timely student records at the request of the regular classroom teacher, including grading homework, helping maintain grade books, tracking student attendance, performing basic computer tasks (such as taking attendance or entering grades into the online student management system), and completing other required documents
- Follow direct supervision from a classroom teacher and other supervisors

Instruction, Student Supervision, and Support

- Provide instructional, academic, and classroom management support to the assigned homeroom teacher(s) as directed by the assigned homeroom teacher(s)
- Provide instructional support to students, which could involve providing one-on-one or small group instruction as assigned by the homeroom teacher(s)
- Follow the established SMIC-I elementary curriculum in all subject areas as directed
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Help monitor student behavior in the classroom and around the campus, including using appropriate behavior management techniques per school guidelines
- Teach and train students in safety, procedures, and character per school-wide expectations and initiatives
- Actively fulfill assigned direct supervision duties, including student lunch, recess, escorting students between classrooms, etc.
- Support the work of assigned grade level initiatives, including sponsored student clubs/activities
- Help direct and coordinate student participation projects for special events during the school year, including (but not limited to) Math Day, Reading Spirit Week, International Celebration, etc.
- Under the supervision of the homeroom teacher, communicate with parent(s)/guardian(s) directly about emergency safety and health issues involves his/her child's needs, which could include calling and emailing after regular working hours as directed by the homeroom teacher(s)
- Making visits to families' homes during times of extraordinary need, such as for extreme illness or family emergency

Organizational Tasks

- Help keep the classroom(s) and its supplies organized
- Help create an engaging and organized learning space (classroom) for students
- Help decorate the classroom and hallway as requested by the homeroom teacher(s)
- Help maintain and care for the ES supplies, especially those of the assigned classroom(s), which includes inventorying those items and keeping them current

General Staff Duties

- Positively and productively collaborate with grade level and subject level teachers and staff
- 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
- Actively fulfill assigned supervision duties, which could include transition duty, lunch duty, recess duty, dismissal, etc.

	• Under the supervision of the homeroom teacher(s) work closely with parents/guardians through providing feedback, answering questions, and being an educational partner regarding their child's learning • Under the supervision of the homeroom teacher(s) 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 • Actively participate in required meetings (departmental; grade level; committees, faculty; etc.) • Actively participate in required professional development opportunities as they are made available to staff through the school • Serve as an elementary grades substitute teacher (Grades 1-5) when needed • Assist with additional duties as assigned.
Organization and Communication Skills	• Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the elementary grades' level, including innovations and best practices • Has a basic understanding of 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 multicultural environment with school community members (students, staff, and families) of many nationalities • Good understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds • Positively and proactively communicate with parents/families and students • 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 and Chinese at a professional standard • Works effectively with students who exhibit near English proficiency • Communicate clearly and effectively in English with students and staff in a predominantly English speaking workplace • Communicate at a professional level with parents when necessary, either in English or Chinese, which could include translating for the HR teacher
Research-based Best Practices Guiding SMIC-I Frameworks	• <i>Mindset: The New Psychology of Success</i>. Carol S. Dweck. Random House. 2006 • <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	• Bachelor's degree <u>required</u> in education or English. Bachelor's degrees in related fields of study (i.e., translation, business English, etc.) are considered • Eligible for employment in Shanghai, China • Entry-level position, so while experience isn't required, it is preferred • Evidence of relevant professional interest in working in English with students, especially in an international school environment

Signatures	I have been provided a copy of this job description which I have reviewed.	
	X	X
	Employee	Printed Name
	X	
	Date	
	As the school’s designated representative, I have reviewed this job description with the employee assigned to this role listed above.	
X	X	
Official School Designee	Printed Name	
X		
Date		