



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

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SMIC-I Elementary Grade 4 or 5 Math & Homeroom Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leader 2. SMIC-I ES Academic Affairs Director 3. SMIC-I ES Senior Director	<i>Division</i>	SMIC International Division
<i>Job Title</i>	SMIC-I Math & Homeroom Teacher (G4 or 5)	<i>Department</i>	Elementary School
<i>Approved By</i>	Principal of International Division	<i>Section</i>	Grade 4 or 5 as assigned
<i>Revision No/Date</i>	Created February 16, 2017; Updated January 18, 2021; Effective August 2022		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I Elementary through providing instructional guidance in the elementary school grade 4 or 5 in math while actively contributing to the 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 ...	• <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	<table><tr><th>Job Assignment</th><th>Grade Level</th><th>Total Periods</th></tr><tr><td>ES Math Teacher</td><td>Grades 4 and/or 5 as assigned</td><td>21 periods/week</td></tr></table>	Job Assignment	Grade Level	Total Periods	ES Math Teacher	Grades 4 and/or 5 as assigned	21 periods/week
	Job Assignment	Grade Level	Total Periods				
	ES Math Teacher	Grades 4 and/or 5 as assigned	21 periods/week				
	<u>G4/5 Math Teacher Duties</u>						
	• Work with students in grades 4 or 5, as assigned, teaching math • Work on elementary math curriculum development, which includes preparing effective diverse lesson units based on the school’s curriculum formats using <i>Understanding by Design</i> (UbD) • Develop and follow the established SMIC-I elementary math curriculum, including designing units and lessons that support the implementation of that curriculum • 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 • Help direct and coordinate student participation projects for special events during the school year, including (but not limited to) Pi Day and other school events • Helping maintain and care for the ES math supplies, including inventorying those items and keeping them current • 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						
<u>General Teacher Duties</u>							
• 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 <i>SMIC Staff Handbook</i> • 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 • 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 a departmental substitute teacher when needed • Assist with additional duties as assigned							
<u>Homeroom Teacher Duties</u>							
• 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 Senior Director, 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 • Teach weekly Character Classes. • Implement and lead Responsive Classroom class meetings daily.
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 • 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 multicultural 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	• <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
Education and Work Experience Requirements	• Bachelor's degree <u>required</u> in elementary education but a bachelors' degree in a related field (i.e., math, or secondary math, etc.) 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 setting • Evidence of current relevant professional development especially at the elementary grade levels especially in math
Signatures	• I have been provided a copy of this job description which I have reviewed. X _____ Employee X _____ 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 _____ Official School Designee X _____ Printed Name X _____ Date