



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

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SMIC-I Elementary Resource Teacher (Grades K-5)

REPORTING STRUCTURE			
<i>Job Family</i>	Teacher	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leader 2. SMIC-I ES Associate Academic Affairs Director	<i>Division</i>	SMIC International Division
<i>Job Title</i>	SMIC-I Elementary Resource Teacher (Grades K-5)	<i>Department</i>	SMIC-I ES
<i>Approved By</i>	Principal of International Division	<i>Section</i>	Assigned Grade Level Team
<i>Revision No/Date</i>	Created August 12, 2019; Updated January 18, 2022, Oct 2025; Effective August 2026		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world-class SMIC-I Elementary through providing instructional support in the SMIC-I Elementary as a long-term and short-term substitute teacher as needed in the SMIC-I elementary, 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 Assignment	Grade Level	Total Periods
		SMIC-I ES Resource Teacher	Grades P2 - 5	25 periods/week
Job Duties	<u>ES Grades Resource Teacher Duties</u> • Work as assigned in long-term or short-term substitute teaching situations • Works with students in grades P2 to 5 in self-contained classrooms teaching all the major academic subjects (reading, writing, math, science, social studies), and works with students in grades 4 and above in subject-level classrooms only • Primary substituting responsibilities will be to take on a long-term full-time substitute role when a teacher is on extended long-term leave • Some substitute roles may involve teaching in a self-contained classroom teaching/homeroom for all the core academic subjects (reading, writing, math, science, social studies) • Some substitute roles may be involved teaching our elective classes such as music, art, PE, or technology • When not fulfilling substituting duties as a teacher, provides instructional support in the SMIC-I Elementary • When substituting, coordinate classroom human resources to deliver effective, high-quality educational opportunities to students ○ P2, K1 or K2: English speaking Chinese teacher, and a classroom assistant ○ Grades 1 to 3: English speaking Assistant Teacher • Develop and follow the established SMIC-I elementary curriculum in all subject areas, including designing units and lessons to support it • 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			
	<u>Homeroom Teacher Duties (only if assigned that role as part of substitute duty)</u> • Some substitute responsibilities may involve homeroom teacher responsibilities • 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 • Teach weekly Character Classes. • Implement and lead Responsive Classroom class meetings daily.			
	<u>General Teacher Duties</u> • 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 <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 (class webpages, 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 an elementary grades substitute teacher 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 early childhood and elementary grades’ level, including innovations and best practices • Knowledgeable about the American-style education system and how early childhood and 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 • <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	• <u>Position only open to a new-to-the-profession teacher</u> • Bachelor's degree <u>required</u> in elementary or early childhood education, but a bachelors' degree in a related field (such as secondary education) along with a teaching license is considered • Must possess a valid teaching license/certificate in elementary or early childhood education • No more than 2 years prior teaching experience considered, preferably with early childhood or elementary-aged students • Evidence of current relevant professional development, especially in the elementary level
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