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 HR & Language Arts Teacher

REPORTING STRUCTURE			
Job Family	School	*Center*	School
Report To	1. Assigned Grade Level Leader 2. ES Senior Director	*Division*	SMIC-International
Job Title	SMIC-I Elementary HR & Language Arts Teacher G4 or 5	*Department*	Elementary School
Approved By	International Superintendent	*Section*	Grade 4 or 5 as assigned
Revision No/Date	Created November 21, 2019; Updated December 6, 2021; Effective August 2022		

POSITION DESCRIPTION	
Job Purpose	Contributes toward building a world-class elementary division through providing instructional guidance in the elementary school grade 4 or 5 in language arts, 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 …	• Passion 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
	• Team spirit 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
	• Strong work ethic values 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
	• Responsible outlook 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
ES Language Arts	Grades 4 and/or 5 as assigned	21 periods/week

G4/5 Language Arts Teacher Duties

- Work with students in grades 4 or 5, as assigned, teaching language arts
- Carry out the ongoing development of the school's ES language arts curriculum following the *Understanding by Design* (UbD) concepts
- Prepare effective and diverse classroom lessons to implement the school's language arts curriculum following the school's accepted methods which includes following the Readers' and Writers' Workshop model
- Direct and coordinate student art for special events during the school year, including (but not limited to) Reading Spirit Week, International Day, and other school events
- 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, 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 on a daily basis.

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 (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 a departmental 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 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	• *Mindset: The New Psychology of Success*. Carol S. Dweck. Random House. 2006 • *Understanding by Design*, Grant Wiggins & Jay McTighe. ASCD. 2005 • *Units of Study for Teaching Reading: A Workshop Curriculum*. Lucy Calkins. Heinemann Publishers. 2015 • *Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum*. Lucy Calkins. Heinemann Publishers. 2013
Education and Work Experience Requirements	• Bachelor's degree <u>required</u> in elementary education but a bachelors' degree in a related field (i.e., English, secondary English language arts, 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 lower elementary grade levels especially in language arts
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