SMIC-I HS English Teacher

REPORTING STRUCTURE			
Job Family	School	*Center*	School
Report To	1. SMIC-I MHS English Department Head 2. SMIC-I MHS Vice Principal 3. SMIC-I Principal	*Division*	SMIC-International Division
Job Title	SMIC-I HS English Teacher	*Department*	High School
Approved By	SMIC-I Principal	*Section*	HS English Department
Revision No/Date	Created April 9, 2018; Revised August 2026; Effective September 2026		

POSITION DESCRIPTION	
Job Purpose	Contributes toward building a world-class SMIC-I HS division through providing instructional guidance in English, 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	Number of Class Sections / Week	Total
SMIC-International (SMIC-I) HS English Classes	Grades 9-12 as assigned	4 class sections / week (@ 5 classes / section)	20 periods
TOTAL NUMBER OF TEACHING PERIODS / WEEK			**20 periods**

SMIC-I HS English Teacher Duties

- Work with students in grades 9-12, as assigned for the school year; the assignment could include AP subjects upon the agreement of the teacher; teaching assignments take into consideration a teacher's area of interest
- Carry out the ongoing development of the school's HS English curriculum following the *Understanding by Design* (UbD) concepts
- Prepare effective and diverse classroom lessons to implement the school's English curriculum following the school's accepted methods
- Develop and submit unit plans/lesson plans/ scope and sequence for the courses in accordance with the school expectations
- 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
- Ensure that Canvas course pages are updated and include all required information, including an up-to-date assessment calendar, in accordance with school expectations
- Develop and review assessments to ensure alignment with course standards and appropriate Depth of Knowledge (DOK) levels, for all exams and major assessments
- Ensure that PowerSchool is updated for grades every two weeks or as determined by the AA office
- Ensure that the ATLAS is updated every quarter for all the information in accordance with the school expectations
- Collaborate with grade-level team to implement strategies for students of concerns and to plan, teach, and assess interdisciplinary units if any
- Help direct and coordinate student participation projects for special events during the school year, including (but not limited to) Humanities Symposium, and other school events
- Helping maintain and care for the HS English supplies and equipment, including inventorying those items when needed
- Helping train and guide students to follow proper safety procedures
- Comfortable working with advanced motivated students who have strong academic backgrounds
- Coordinate with SSP advisors to identify and provide appropriate academic and behavioral support to students who are experiencing challenges or struggling to meet expectations
- Support the work of English Department initiatives including supporting humanities-related student clubs such as Model United Nations, Journalism, Debate, Creative Writing, etc.

General Teacher Duties

- Positively and productively collaborate with grade level or department 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 • 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 the AA Director, SA Director and HS counselor, 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 • Implement and lead homeroom per school-wide expectations

Organization and Communication Skills	• Demonstrates a strong positive commitment toward school improvement • Demonstrates commitment to education at the secondary grades' level including innovations and best practices • Knowledgeable about the American-style education system and how secondary 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 Microsoft 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 the following chain of communications command • Fluent in both oral and written English at a professional standard
Research-based Best Practices Guiding SMIC-I Frameworks	• *Understanding by Design*, Grant Wiggins & Jay McTighe. ASCD. 2005 • *Mindset: The New Psychology of Success*. Carol S. Dweck. Random House. 2006
Education and Work Experience Requirements	• Bachelor's degree <u>required</u> in an English education-related field (i.e., secondary English) but bachelors' degrees in related fields (such as journalism, and writing) along with a teaching license is considered with at least 2 years prior full-time teaching experience in a regular secondary school • Currently possess a current teaching license/certificate • At least 2 years related full-time English teaching experience in a regular secondary school setting • Evidence of current relevant professional development especially in secondary education or English education
Signatures	• I have been provided with 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