

Teacher Job Description

Department: Academic Affairs

Function: Teaching Staff

Responsible For: Students

Reporting To: Assistant Principal or Principal

Key Relationships: Students, Staff, and Parents

Purpose of Function

Foster a safe environment and support students' academic and social development. Provide differentiated instruction and scaffolded support to students. Communicate with families concerning student goals and progress.

Qualifications

Education: A masters in education or a related field is preferred. This can be replaced with a bachelors and 3+ years of previous experience in a teaching capacity or related field experience.

Experience: 3+ years of teaching experience or related field experience

Knowledge and Enduring Understandings:

- international education context
- child development
- transparency versus confidentiality
- emotional intelligence
- growth mindset

Skills:

- speaking and writing effectively in English
- effectively managing relationships and using active listening
- collaborative and flexible
- helpful, courteous, and friendly
- organized and detail oriented
- adapting to change in a fast-paced environment
- following oral and written instructions
- taking initiative and executing quality products for an on-time delivery

Teacher Job Description

Key Responsibilities

- ensuring that all child protection and safeguarding expectations are met
- completing his/her role in emergency evacuations and other site safety needs
- supporting and supervising school activities to ensure the safety of all students
- completing and revising curriculum via the Understanding by Design (UbD) planning approach
- creating assessments to monitor the students' progress and attainment and including explicit performance criteria (rubric and/or scoring guidelines)
- planning based on the UbD units with evidence of 1) differentiation to meet the needs of all students, 2) incorporating the 7 Cs, and 3) student voice and choice
- initiating and attending meetings with colleagues to plan units/lessons, share ideas, analyze data, and make decisions
- updating gradebooks on PowerSchool (Middle and Upper School) on a biweekly basis with at least 2 grades per week; using communication books (Kindergarten and First Program) to update parents weekly
- marking assignments and providing written feedback that is constructive and comprehensive, focusing on achievements as well as next steps in learning
- analyzing and using assessment data to inform teaching and the curriculum to meet the learning needs of all subgroups
- laying positive behavior foundations that support self-regulation and effective interactions with peers and adults
- handling off-task behavior and misbehavior respectfully and helping students to get back on track, repair damage caused, and develop self-discipline to prevent similar problems in the future
- helping to prepare applicable materials/aids for lesson support that engages students and meets the needs of all students
- explaining, referring to, and posting (electronically, bulletin board/ chart paper, etc.) essential questions, goals, rubrics, and/or learning objectives, sharing exemplars as appropriate
- making use of a range of literacy strategies to support the development of students' skills, understanding, and confidence in literacy
- using inquiry- and/or project-based learning strategies to make connections to prior knowledge, real-life experiences, Taiwan, and/or other curricular area
- presenting material clearly and explicitly, with well-chosen examples and vivid and appropriate language during lessons; addressing misconceptions
- asking open-ended and scaffolded questions to get students to think critically and independently
- differentiating and scaffolding instruction to meet students' learning needs during lessons
- ensuring that students are highly involved in focused and intentional tasks that showcase them as active learners and problem-solvers
- using the physical space effectively during the lesson, including but not limited to, referring to anchor charts and word walls, creating center activities, and effectively grouping students for an intended purpose
- communicating academic and pastoral concerns at an early stage
- using no more than a 48-hour window to reply to communication from families via Outlook or phone calls (followed by an e-mail), sharing positive comments and areas of concern and cc-ing any appropriate parties (Head of Department or member of the Administrative Leadership Team) for support
- preparing for and attending conferences as scheduled but also scheduling meetings with families as needs arise
- attending and/or helping to plan/execute school and community events/tasks, including but not limited to, WASC Action Groups, community gatherings, and after-hours activities and competitions

Every effort has been made to explain the main responsibilities of the position, but each, reasonable task may not be identified. Teachers are expected to comply with any reasonable request from the Administrative Leadership Team to undertake work of a similar level that is not specified in this job description.

This job description is current at the date provided but may be changed by the Administrative Leadership Team to reflect or anticipate changes in the job function.