



St. Patrick's

EPISCOPAL DAY SCHOOL

POSITION AVAILABLE BEGINNING IN FALL 2020: LOWER SCHOOL HOMEROOM TEACHER

We invite potential candidates for this position to learn more about St. Patrick's Episcopal Day School by visiting our website at www.stpatsdc.org, including our redesigned Careers page.

ORGANIZATION

St. Patrick's Episcopal Day School, located in the Palisades section of northwest Washington, D.C., is a parish day school enrolling approximately 480 students on two campuses. The program begins at the three-year-old Nursery level and continues through Grade 8. St. Patrick's students, whose families live throughout the Washington, D.C. metropolitan area, go on to a variety of fine independent schools upon graduation.

Three academic divisions comprise St. Patrick's, currently the Nursery School (3's, 4's, and young 5's), the Lower School (Kindergarten-Grade 3), and the Upper School (Grades 4-8), although a planned reconfiguration will revise the composition of the Lower School and Upper School. Students attend school on the Whitehaven Campus through Grade 5 and on the MacArthur Campus, about a half-mile away, for Grades 6, 7, and 8. We anticipate one or two openings for the position of *Homeroom Teacher* in Grades 2, 3, or 4, depending on any possible internal movement.

Each *Homeroom Teacher* teaches language arts (reading and literature, writing, grammar, and vocabulary), social studies, and math to students in his/her homeroom class, although the mathematics classes may be ability-grouped and therefore include students from other homerooms. *Homeroom Teachers* collaborate with Learning Specialists assigned to each grade level, who provide students with additional academic support as needed. Special-Subject Teachers in religion, science, art, music, Spanish, technology, and physical education also work with students during the week.

Homeroom Teachers arrive by 7:45 a.m. in order to set up classroom activities, prepare materials, and confer with their colleagues. Teachers need to be ready to greet students when they begin arriving in classrooms at 8:00 a.m. before classes begin at 8:05 a.m. Lower School students eat lunch in the Lunch Room with supervision provided by *Homeroom Teachers* and at times, and on a rotating basis, by Special-Subject Teachers. At the end of the day, teachers supervise the carpool procedures in their classrooms beginning at 2:50 p.m. until remaining students are called to the front entrance at about 3:20 p.m. Teachers should then be available to work with students until 3:45 p.m.

CURRICULUM AND INSTRUCTION

The *Curriculum Guide* for the 2019-2020 school year, which is available in full on the website, describes the homeroom and special-subject classes that are part of each grade-level program.

Homeroom Teachers are responsible for designing and implementing curriculum that is consistent with the Day School Mission Statement; builds on an ever-growing knowledge of how students learn best; and reflects students' developmental abilities, needs, styles, and interests. The curriculum should be

individualized as much as possible to develop and extend the unique strengths of each child while, at the same time, supporting his/her needs. St. Patrick's encourages creativity and innovation in curriculum and instruction and supports a teacher's initiatives in broadening and expanding the existing areas of study or instructional methods at a grade level. *Homeroom Teachers* are encouraged and expected to stay abreast of current trends and research in education and to apply appropriate strategies and techniques to meet the diverse needs of their students. They should maintain plan books detailing learning objectives and daily activities and lessons, all of which focus on the overall goal of creating and fostering an organized, inviting, stimulating, challenging learning environment. The classroom environment should reflect an awareness and cultivation of multicultural materials, books, and displays that are integral to the curriculum. Additionally, teachers new to St. Patrick's should become aware of ongoing initiatives such as project-based learning, educating for global awareness, differentiated instruction, rich use of literature across the grades, and the use of technology to enhance the curriculum. Finally, the goal of providing Exceptional Literacy, as set forth in the document *Setting Compass* (available under "Who We Are/From the Head" on the website), permeates instruction across all disciplines in the Lower School.

HOMEROOM RESPONSIBILITIES

Homeroom Teachers strive to create learning communities within their classrooms that acknowledge and respect students' social and emotional interactions and growth. The *Homeroom Teacher*, who is most knowledgeable about each student, is the primary contact for each student in his/her homeroom class and acts as liaison among the Special-Subject Teachers, Learning Specialists, and parents. *Homeroom Teachers* are expected to be well informed about all of the students they teach; to read files and test reports; and to be proactive in working with parents to provide engagement, interventions, and/or accommodations that may be necessary to ensure a student's success. When a student is experiencing difficulty—behavioral, social, or academic—the parents should be informed as soon as possible. Any recommendations for outside testing or tutoring should be made in conjunction with the Head of Lower School. Additionally, the School Counselor is available to suggest interventions, to attend parent conferences, and to work with families.

In addition to attending to the academic, social, and emotional well-being of each of his/her students, the *Homeroom Teacher* has regular "housekeeping" responsibilities including posting the daily schedule and homework assignments in class and on the school website, actively supervising students at recess times, and taking attendance daily.

COMMUNICATION/REPORTING TO PARENTS

Homeroom Teachers establish and maintain positive formal and informal communication with parents regarding classroom curriculum and student progress. They accomplish this communication through:

- introductory letters of welcome to students for the coming year (written at the end of August);
- a Back-to-School Night curriculum presentation;
- scheduled parent conferences in October and March that are written up and filed in students' permanent files;
- posting daily homework assignments on PowerSchool, our learning management system, in Grades 4 and 5 or regularly updating homeroom blogs in Grade 3;
- prompt return of homework with written feedback;
- sharing class work with written comments on a regular basis;
- trimester narrative reports that consist of a detailed inventory of skills and content supported by narrative comments in the fall and spring that describe each student's progress;
- interim reports at the midpoint of each trimester for students needing special attention;

- initiating contact by phone or email when a student's progress warrants such contact;
- responding promptly to emails and voicemails;
- periodic participation in special events such as admission programs, curriculum presentations at parent coffees, and admission committees; and
- other appropriate means that reflect their proactive stance and professional level of confidentiality regarding communication with parents about their students' progress and any difficulties encountered.

COMMITMENT TO ST. PATRICK'S

Homeroom Teachers fulfill a variety of other important responsibilities as part of their positions. In doing so, they demonstrate their commitment to the St. Patrick's community. These responsibilities include, but are not limited to, the following:

- assuming a role in the larger school community by enforcing schoolwide policies and procedures and actively supporting and implementing the Day School Mission Statement, Statement of Philosophy, Creed, and Mission Statement for Equity and Diversity;
- working towards schoolwide goals and curriculum decisions;
- becoming familiar with and observing the policies and procedures as set forth in the *Faculty Handbook*;
- assuming responsibility for managing the classroom budget including selecting and ordering needed supplies and purchasing daily supplies within the budget;
- maintaining vigilance regarding the physical plant and notifying the Division Head of safety or other maintenance issues;
- serving as an advocate for the school in the wider community;
- completing the required annual health examination and maintaining required first aid and bloodborne pathogen training; and
- participating in school events outside regular school hours such as graduation, certain evening parent and professional development opportunities, and other special performances and gatherings.

PROFESSIONAL DEVELOPMENT

Each teacher assumes responsibility for his/her own professional growth consistent with the criteria listed in St. Patrick's *Faculty Handbook*. S/he participates actively in regular faculty meetings (normally Thursdays beginning at 3:30 p.m.) and on committees of the school. S/he demonstrates a commitment to growth in setting annual goals and in his/her collaborative involvement in the school's evaluation process. St. Patrick's considers professional development an integral and vital part of each teacher's personal growth and learning and is committed to providing generous resources, opportunities, and guidance in this area.

QUALIFICATIONS

A successful candidate for the position of *Homeroom Teacher* will have an undergraduate degree (masters preferred) in education or an appropriate content field; at least three to five years of successful teaching experience; an interest in and depth of knowledge about the development of elementary-age children; an understanding of reading and mathematical development and instruction; a strong interest in the particular academic and social-emotional needs of elementary-age students; the ability to express ideas effectively both verbally and in writing; and a highly collaborative and collegial manner. S/he will also have successfully completed the required background check.

CONTACT

Candidates for the position of *Homeroom Teacher* should submit a cover letter, resume, and list of names and telephone numbers of at least three professional references to Jenifer Congdon, Head of Lower School, St. Patrick's Episcopal Day School, 4700 Whitehaven Parkway, NW, Washington, D.C., 20007, or email the material to her at congdonj@stpatsdc.org.

MISSION STATEMENT

St. Patrick's Episcopal Day School strives to create a diverse and inclusive learning community of students, faculty and staff, and parents who recognize the infinite value of every individual as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence to shape engaged citizens who live with integrity, empathy, and purpose.