



SMIC-I Elementary Grades 1, 2 or 3 Teacher

REPORTING STRUCTURE			
<i>Job Family</i>	School	<i>Center</i>	School
<i>Report To</i>	1. Assigned Grade Level Leaders 2. SMIC-I Senior Director of Elementary	<i>Division</i>	SMIC-International
<i>Job Title</i>	SMIC-I Elementary Teacher (Grades 1, 2 or 3)	<i>Department</i>	Elementary School
<i>Approved By</i>	International K-12 Principal	<i>Section</i>	
<i>Revision No/Date</i>	Created April 7, 2017; Updated November 20, 2019; Effective August 2020		
POSITION DESCRIPTION			
Job Purpose	Contributes toward building a world class SMIC-I Elementary through providing instructional guidance in elementary grades 1, 2, or 3 as a homeroom teacher, 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 ...	<ul style="list-style-type: none"> • <u>Passion</u> about bringing quality education to students that includes ... <ul style="list-style-type: none"> ○ 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 bring enjoyment to the workplace • <u>Team spirit</u> commitment that includes ... <ul style="list-style-type: none"> ○ 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 ... <ul style="list-style-type: none"> ○ 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> that includes ... <ul style="list-style-type: none"> ○ a sense of ownership and reliability in getting the job done correctly to the end ○ ability to work under pressure with deadlines yet also demonstrating flexibility with ease when needed 		

Teaching Assignment	Grade Level	Total Periods
SMIC-I ES Homeroom Teacher	Grades 1, 2, or 3 as assigned	25 periods / week

Job Duties

ES Grades 1, 2, or 3 Teacher Duties

- Work with students in grades 1, 2 or 3, as assigned, in a self-contained classroom teaching/homeroom for all the core academic subjects (reading, writing, math, science, social studies)
- Coordinate the classroom human resources (teacher and assistant teacher) to deliver effective high quality educational opportunities to students
- Supervise and evaluate an assistant teacher assigned to work with the class
- Work on elementary curriculum development in reading, writing, math, science, and social studies as assigned, which includes preparing effective diverse lesson units based on the school’s curriculum formats using *Understanding by Design* (UbD)
- Develop and follow the established SMIC-I elementary curriculum in all subject areas including designing units and lessons to support it
- 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 parent.
- Report on each child’s behavioral and academic progress
- In collaboration with Senior Director, SA Director and possibly 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 involves 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 in accordance with school-wide expectations and initiatives

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
- 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 two extra-curricular activities 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



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Organization and Communication Skills	<ul style="list-style-type: none">• Demonstrates 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, 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 background• 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 chain of communications command• Fluent in both oral and written English at a professional standard
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<p>Research-based Best Practices Guiding SMIC-I Frameworks</p>	<ul style="list-style-type: none"> • <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
<p>Education and Work Experience Requirements</p>	<ul style="list-style-type: none"> • Bachelor's degree <u>required</u> in elementary education but a bachelors' degree in a related field (i.e., early childhood) is considered with teaching license and 2 years of verifiable full-time teaching experience • Must possess a valid teaching license/certificate in elementary or early childhood education • At least 2 years full-time teaching in the same position in a regular elementary school setting • Evidence of current relevant professional development especially at the lower elementary grades level
<p>Signatures</p>	<ul style="list-style-type: none"> • As the employee, I have reviewed this job description with my direct supervisor and have been provided a copy of this job description. <p style="text-align: center;"> X X </p> <hr style="width: 100%;"/> <p>Employee Printed Name</p> <p style="text-align: center;"> X </p> <hr style="width: 50%; margin-left: 0;"/> <p>Date</p> <ul style="list-style-type: none"> • As this staff member's direct supervisor, I have reviewed this job description with the employee assigned to this role as listed above. <p style="text-align: center;"> X X </p> <hr style="width: 100%;"/> <p>Direct Supervisor Printed Name</p> <p style="text-align: center;"> X </p> <hr style="width: 50%; margin-left: 0;"/> <p>Date</p>