



St. Patrick's
EPISCOPAL DAY SCHOOL

POSITION AVAILABLE BEGINNING IN FALL 2022:

LOWER SCHOOL HOMEROOM TEACHER, GRADES 3-5

We invite potential candidates for this position to learn more about St. Patrick's by visiting our website at www.stpatsdc.org, including our Careers page under "Who We Are."

ORGANIZATION

St. Patrick's Episcopal Day School, located in the Palisades section of northwest Washington, D.C., is a parish day school enrolling approximately 500 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 schools—including local independent day schools, boarding schools largely in the Mid-Atlantic and New England and, less frequently, public schools—upon graduation.

Three academic divisions comprise St. Patrick's: Nursery School (3's, 4's, and young 5's), Lower School (Kindergarten-Grade 5), and Middle School (Grades 6-8). Students attend school on the Whitehaven Campus through Grade 5 and on the MacArthur Campus, about a half-mile away, for Middle School. Grades 3 to 5, like each Lower School grade level, have three class sections each of approximately 16 to 18 students. *Homeroom Teachers* report to and are evaluated by the Head of Lower School. *We anticipate one or two openings for the position of Homeroom Teacher in Grades 3 to 5, depending on any possible internal movement.*

Homeroom Teachers teach language arts (reading and literature, writing, grammar, and vocabulary), social studies, and math to students in their homeroom classes, 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. 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.

Since March 2020, when St. Patrick’s closed its campuses and deployed its Remote Learning Plan as a result of the coronavirus pandemic, teaching and learning has proceeded at the Day School in a fully virtual format (through the balance of the 2019-2020 school year), in a hybrid format (during the 2020-2021 school year), and in a full-time, on-campus, in-person format (for the 2021-2022 school year). While it remains our hope and expectation that teaching and learning will remain on-campus and in-person—and candidates should recognize the expectation of full COVID-19 vaccination and an on-campus presence—we expect all teachers to have the skills necessary to provide both synchronous and asynchronous instruction in a virtual setting, should it become necessary.

CURRICULUM AND INSTRUCTION

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 each student’s 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 plans 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 materials, books, and displays that represent diverse perspectives. In addition, teachers should incorporate high-quality educational technology to enhance instruction, where appropriate. Teachers new to St. Patrick’s should become aware of ongoing initiatives such as differentiated instruction, the rich use of literature across the grades, inquiry-based teaching, and social-emotional learning.

HOMEROOM RESPONSIBILITIES

Homeroom Teachers strive to create learning communities within their classrooms that acknowledge and respect students’ social and emotional interactions and growth. *Homeroom Teachers*, who are most knowledgeable about each student, are the primary contact for each student in their homeroom classes and act as liaisons 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 student, *Homeroom Teachers* have regular “housekeeping” responsibilities, including posting the daily schedule and homework assignments in class and virtually, 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-Teacher Conferences in October and March that are written up and filed in students' permanent files;
- posting daily homework assignments on relevant learning-management systems;
- 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 children's 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 St. Patrick's in the wider community;
- completing the required annual health examination, maintaining required first aid and bloodborne pathogen training, and meeting all COVID-19-related health requirements; 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

Teachers assume responsibility for their own professional growth consistent with the criteria listed in St. Patrick's *Faculty Handbook*. They participate actively in regular faculty meetings (normally Thursdays beginning at 3:30 p.m.) and on committees of the school. They demonstrate a commitment to growth in setting annual goals and in their 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, including those from a variety of racial and ethnic backgrounds; 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. The candidate must also have successfully completed the required background check.

CONTACT

Candidates for the position of *Homeroom Teacher* should email a cover letter, resume, and list of names and contact information for at least three professional references to Jenifer Congdon, Head of Lower School, 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.