

American School Foundation of Monterrey (Mexico)



The American School Foundation of Monterrey (ASFM) fosters open minds, caring hearts, and global leadership within the entire school community. ASFM serves a diverse population and prepares all students through an innovative, inclusive and intensive program focused on engaging and enabling students to achieve their individual potential in citizenship, academics, athletics, and the arts.

Job Description

Name of Position:	Teacher
Reports to:	Principal
Department / Section:	School-wide
Department Mission:	To facilitate the academic and social emotional progress of students as defined by the ASFM curriculum within a culture of challenge and support to ensure that all students exceed their personal goals.

Overview:

A teacher leads the learning of 18-22 students per class. The primary responsibility of the teacher is to teach the ASFM guaranteed and viable curriculum in a coherent manner while honoring and responding to the personal needs of students. Teachers are responsible for implementing ASFM's standards-based philosophy for assessment by regularly collecting and responding to the evidence of learning for each learning outcome, and by regularly reporting progress to parents. ASFM is a PLC at Work School, thus teachers share collective responsibility for learning at their grade level and discipline and are expected to closely collaborate with their teaching partners and team members, engage in regular, collaborative data/evidence meetings, and support all students in meeting expectations by sharing intervention responsibilities. Teachers serve as role models and mentors for students through the school advisory program, and support students in determining and attaining personalized goals. Teachers are responsible for the holistic wellbeing of their students and provide a learning environment that aligns with the ASFM culture of care.

Impact:

Teachers are responsible for the learning progress of their students, and for the collective success of students served by their grade level or department. We strive to ensure that all students meet minimum learning expectations and that teachers are responsible for ensuring students make a year or more of growth in their care. Additionally, teachers are responsible for ensuring the social and emotional wellbeing and developments of their students by delivering the ASFM SEL curriculum, offering support and care for students, and serving as role models and mentors.

Minimum Qualifications:

- Bachelor's that appropriate for the position
- US equivalent teacher certification appropriate for the position; or equivalent
- Two years of teaching experience in a similar setting

Preferred Qualifications:

- Commitment to supporting and contributing to the ASFM cultures of learning, evidence, and collaboration.
- Knowledge and experience implementing a standards based curriculum, instruction, and assessment.
- Experience working in a PLC at Work and within an RTI/MTSS framework.
- Experience with specific learning pedagogical practices and instructional programs implemented by ASFM.
- Advanced degrees and certifications appropriate for the position

American School Foundation of Monterrey (Mexico)

Position Responsibilities:

Student Wellbeing

- Come to know and value each student you teach; care for students within your sphere of contact.
- Be aware of the particular needs, interests and aspirations of each student you teach.
- Provide mentorship, guidance, and support for each student you teach.
- Develop a sense community to ensure every child feels a sense of belonging and can thrive in the learning environment.
- Be a welcoming presence within the school community including environments beyond the classroom.
- Ensure the general safety of students and the collective group, including being responsible for child safeguarding.

Curriculum, Instruction, and Assessment Responsibilities

- Design learning experiences aligned to the ASFM guaranteed and viable curriculum.
- Collaborate with colleagues to develop and clear success criteria aligned to school established learning outcomes.
- Clearly communicate learning outcomes and success criteria to students and parents.
- Support student academic goal setting, reflection, and action planning to support their achievement.
- Provide targeted, personalized learning experiences to support individual students to maximize individual student growth.
- Regularly collect standards-aligned learning evidence to guide instruction and provide targeted instruction.
- Collaborate with colleagues to develop common formative assessments and administer school developed common summative assessments.
- Engage students in cycles of feedback to inform next steps in learning and promote growth in achievement.
- Align instructional practices to ASFM identified core instructional strategies.
- Implement personalized learning plans for students with diverse needs in support of learning and behavior.
- Maintain accurate and complete records of students' progress and development.
- Use relevant technology to support and differentiate instruction.

Collaboration, Evidence, and Learning

- Contribute to the Professional Learning Community in a positive way through developed school systems.
- Engage in regular cycles of data analysis with teaching partners and teams to respond to student needs and inform instruction.
- Develop individual and team based Tier 1 and 2 interventions to support student success within your classroom, grade-level and discipline.
- Regularly self-evaluate and reflect on the impact of instruction informed by the learning evidence.
- Collaborate with colleagues to identify and share best instructional practices as identified by the learning evidence.
- Take collective responsibility for the student success within the grade level and/or disciplinary team to ensure that all students grow and meet the ASFM minimum learning expectations.
- Collaborate to continuously improve as an educator by engaging in regular cycles of student centered instructional coaching.

Learning Environment and Student Behavior

- Ensure a safe and positive classroom learning environment that provides a sense of belonging to all learners to support student growth and development.
- Develop a positive classroom community utilizing mutually developed agreements; develop systems of support to monitor and reinforce learning community agreements.
- Utilize responsive and restorative practices to maintain community and support the development of the whole student.
- Implement the ASFM behavior response practices and protocols as needed; communicate, support, and implement ASFM expectations for student behaviors.
- As needed, access support beyond the classroom to support students with more significant behavioral challenges.
- Take collective responsibility for student behavior beyond the classroom by actively supervising and supporting appropriate student behavior beyond your classroom.

Professional Expectations

- Meet all professional expectations noted in the ASFM employee handbook, as well as division specific expectations.
- Ensure the safety of children as outlined under the ASFM child safeguarding policy; comply with the ASFM child safeguarding code of conduct.
- Be a positive role model for others within and beyond the school community.
- Be an active and constructive communicator with parents, colleagues, administrators, and others within the community.
- Stay current with school communications, policy changes, initiatives, and current practices.

American School Foundation of Monterrey (Mexico)

Regularly Collaborate with:

- Grade level and/or disciplinary colleagues
- Division Leadership including Heads of Grade Level, Heads of Academics, and divisional administration.
- Specialist staff including counselors, learning specialists, psychologists, etc.
- Office of Learning Staff including instructional coaches, Director of Teaching and Learning, Director of Learning Systems; etc.

Knowledge and Personal Attributes:

- Understanding of and experience with U.S. based programs, curriculum and the Common Core State Standards
- Curriculum development aligned to practices in Understanding by Design
- Experience working with in a PLC at work and with Response to Intervention frameworks
- Knowledge of inclusion, neurodiversity, and second language acquisition
- Energetic, enthusiastic, team player
- Solution oriented and strong problem solving skills
- Strong written and verbal English communication skills
- Curious and life long learning role model