



# ST ANDREW'S SCHOOLS

THE PRIORY ♦ THE PREP ♦ THE PRESCHOOL

Position: Upper School English Teacher  
Reports to: Upper School Principal  
Type: Regular, Full-time FTE, exempt, salary  
Term: SY 2023-2024  
Start Date: January 2024

## Position Overview

St. Andrew's Schools is seeking a passionate and dedicated Upper School English teacher. The Upper School English Teacher will be responsible for creating inspiring, engaging, and challenging curriculum for middle and high school-aged students within a warm and nurturing learning environment. The successful candidate will have the capacity to develop a student's English language skills, critical thinking ability and love for literature. The ideal candidate will be well-versed in English, American and World Literature, possess strong instructional skills, and be skilled in personalizing instruction.

The Upper School English Teacher will understand how to facilitate learning by developing meaningful curriculum objectives and establishing authentic relationships with students. The teacher is knowledgeable about the physical, intellectual, social, and emotional developmental stages of adolescent children and skillfully engages in developmentally appropriate practices. The teacher has the capacity to adapt instruction and day-to-day engagement with students to meet each child's needs in a single-gender context.

The teacher is professional, collaborative, and supportive of the School through her/his contributions and participates actively in professional development opportunities and reflective teaching practices. S/he is committed to working with all students and celebrates the diversity of St. Andrew's Schools as reflected in our students, faculty, staff, and extended 'ohana. Teachers at St. Andrew's model flexibility, resilience, integrity and moral courage, a growth mindset, mindfulness, and technological competence to our students in and outside the classroom.

The Upper School English Teacher will embody St. Andrew's Schools' vision, mission, values, and professional behaviors.

## Essential Duties

- SY 23-24 Teaches English classes to grades 10-12 including: American Literature, AP English Literature and Composition, British Literature.
- Teaches one section of Middle School Religion and the Yearbook Class.
- Works collaboratively with the school's English Department Chair to ensure continuity in the vertical articulation of curriculum.
- Works with students at all levels of experience to develop a rich understanding of literature.
- Works with the Upper School Principal and English Department Chair to set learning outcomes, and to ensure effective curriculum, instruction and assessment practices for student learning.
- Demonstrates knowledge of instructional methodologies; proven ability to modify and develop curricular materials to support learning objectives.
- Differentiates instruction to meet the needs of diverse learning abilities and styles.

- Creates a vibrant and engaging learning environment using research-based and developmentally appropriate teaching methodologies to engender critical thinking, collaboration, creativity, problem solving, and communication skills.
- Integrates meaningful and appropriate use of technology within the curriculum and maintains and updates classroom Canvas (website) on a weekly basis.
- Prepares and administers a variety of student assessments; records results, adjusts instruction and curriculum to address student learning needs, and provides timely feedback on students' progress to students, parents, and colleagues.
- Creates a warm and welcoming learning environment by facilitating the creation of group agreements in the classroom and actively guiding and supporting student interactions and relationships, implements social and emotional learning (SEL) curriculum.
- Communicates and collaborates with the principals, counselor, and team teachers when students face academic and/or behavioral challenges.
- Discusses students' academic and behavioral progress and areas for growth with parents/guardians.
- Maintains all records pertaining to student learning, attendance, and records of students' progress.
- Communicates (orally and in writing) in a timely, professional manner with students, parents, administrators, and colleagues about curriculum and student progress.
- Adheres to and promotes the mission, vision, and educational philosophy of St. Andrew's Schools.
- Engages in regular academic activities including professional development and orientation days prior to the first day of school.
- Extracurricular Activities: actively participates in or leads extracurricular activities related to English, such as book clubs.
- Assumes other job-related duties as assigned.

## **Qualifications**

- Bachelor's degree in English, Education, or a related field (Master's degree preferred).
- Previous experience teaching English at the upper school level.
- Strong written and oral communication skills.
- Strong organizational skills and the ability to manage multiple tasks effectively.
- A deep passion for literature and the English language.
- Demonstrated the ability to develop and implement curriculum, assessments, and utilize instructional best practices.
- Computer skills: MacOS, Microsoft Office Suite, Google Office Suite, Student Information Systems such as PowerSchool and Canvas. Must be knowledgeable about best practices in implementing educational technology in the classroom.
- Other qualifications: Demonstrates good judgment concerning sensitive information and maintains confidentiality when needed. Displays a sensitive, cooperative and flexible demeanor in interactions with others. Keeps current in contemporary pedagogical thinking, strategies and techniques by reading professional journals, and attendance at professional conferences, workshops and courses. Demonstrates professionalism through reliability, punctuality, and participation in meetings and staff development opportunities.

## **Requirements**

- **Mandatory Background Check:** Employment is conditional until the successful completion of a background check which requires the employee to have their fingerprints scanned electronically.

- Online training to safeguard children required upon hire.
- COVID Vaccination is strongly recommended for new hires.

### **How to Apply**

To apply, email a letter of interest, resume, and the names and contact information of three professional references to [employment@standrewsschools.org](mailto:employment@standrewsschools.org). Letters may be addressed to “Members of the Search Committee.” Include “St. Andrew’s Schools Upper School English Teacher” in the subject line. All submissions will be received in confidence.

Deadline to apply: Applications will be accepted until the position is filled.

St. Andrew’s Schools is an equal employment opportunity employer. To learn more about our school, please visit [www.standrewsschools.org](http://www.standrewsschools.org).

### **About St. Andrew’s Schools**

For more than 150 years, St. Andrew’s Schools has developed tomorrow’s courageous and compassionate leaders. In 1867, the great royal Hawaiian leader, Queen Emma Kaleleonālanī, a visionary and transformational thinker, established St. Andrew’s Priory, the oldest girls’ school in Hawai‘i. An enduring testament to her towering vision to educate the Hawaiian people, St. Andrew’s Schools has grown to include The Prep, a K-6 boys’ school, and Queen Emma Preschool (The Preschool), for boys and girls ages two to five.

Our personalized educational program allows students to uncover their unique strengths, passions, and interests through discovery, practice, creation, and self-reflection. Our emphasis on social, emotional, spiritual, and cognitive learning sets the stage for children to cultivate healthy habits of mind, body, and spirit that positions them to live a life of learning and good health.

Our K-12 education program in downtown Honolulu is the only coordinate school system in Hawai‘i. We offer two single-sex schools on the same campus. Our girls (The Priory, K-12) and boys (The Prep, K-6) are educated separately in the classroom yet can socialize together on campus. Coordinate schools recognize that the social and emotional experiences that children have in schools shapes their learning – and ultimately affects how they think and act. By understanding and embracing the differences between boys and girls, we create the conditions for all students to learn and grow. Our students readily venture past societal expectations or stereotypes to reach their full promise. Students learn deeply, stay curious, are hopeful about the future, and understand how to lead themselves and others with a compassionate and courageous heart.