

BENJAMIN FRANKLIN INTERNATIONAL SCHOOL

BFIS Early Childhood and Elementary School Teacher

Summary

Early Childhood and Elementary teachers at BFIS will be lifelong learners who collaborate, who deeply value student-centered teaching and learning, and who reflect on their practice with other colleagues. The BFIS curricular programme has been designed, and will evolve over time, to best meet the learning needs of a diverse group of students who are both local and international, and includes students who have English as an additional language as well as students with learning enrichment needs. Teachers will be up-to-date with research based practice to support students and collaborate with other teachers. BFIS believes that there is a very real need for humans to develop ways to solve environmental and societal problems that make the world a better place. Learning how to creatively solve problems for action and impact is fundamental to our philosophy as is the nurturing of a caring and compassionate community of adults and young people.

Directly Reports to: Head of Elementary School or Associate Head of Elementary School

Roles and Responsibilities

1. **Instructional Planning and Preparation:** The lead teacher collaboratively plans with colleagues, using the school's curriculum, effective strategies, resources, and data to meet the needs of all students. This includes participation in coaching cycles, data meetings, problem-solving meetings, etc. The lead teacher schedules and attends regular planning meetings, sharing ideas and planning units and lessons accordingly. Lesson objectives and plans are prepared and provided to the associate teacher to help guide any small group or individual instruction. Directions are provided to the associate teacher regarding classroom preparation for learning.
2. **Instructional Delivery:** The lead teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Whole group, small group, and individual instruction is regularly provided to students through both inquiry-based learning and direct instruction. The Multi-Tiered Systems of Support framework is implemented, recognizing the need for core instruction in academic, social, emotional, and behavioral areas, with additional strategies and interventions provided as needed.
3. **Assessment of/for Learning:** The lead teacher systematically gathers, analyzes, and uses data to measure student progress, guide instruction, and provide timely feedback to both students and parents. Communication with parents about student learning is ongoing and proactive, through meetings, written communication, and student progress reports.
4. **Behavior Management:** The lead teacher will actively supervise students at lunch, patio, and classroom times, as well as transitions. Using a positive discipline and Responsive Classroom approach, student behavior will be addressed through teaching, reteaching, and redirection in positive ways. Child protection and safeguarding will be at the forefront of all decisions and actions.

5. **Learning Environment:** The lead teacher considers the environment the “Third Teacher” using resources, routines, and procedures to provide a respectful, positive, safe and organized student-centered experience. The lead teacher will ensure the classroom environment follows school safety expectations.
6. **Professionalism:** The lead teacher maintains a commitment to professional ethics, international mindedness, and the school’s mission; and takes responsibility for and participates in professional growth that results in the enhancement of student learning. The lead teacher possesses the ability to work well independently and as part of a team, and can adapt to change in a fast-paced environment. The lead teacher will engage in behaviors supportive of creating and maintaining a positive learning community, such as demonstrating a passion for learning, modeling a willingness to take risks and showing respect through maintaining high expectations for oneself and others.
7. **Student Progress:** The work of the teacher results in acceptable and measurable student progress.

Candidate Requirements

- A recognized degree in early childhood or elementary education
- Native or near-native English language proficiency
- At least 2 years' experience teaching early childhood or elementary students within an international or American curriculum school
- Current in professional practices, information technologies, and educational research
- Knowledge and experience of delivering an inquiry based curriculum (play-based, project-based, problem-based, Reggio Emilia-inspired, etc.)
- A collaborative teacher who values teamwork

Desirable Skills and Requirements

- Spanish language proficiency
- Ability to contribute to the wider life of the school community