



American School of Brasília

Learners Inspiring Learners

POSITION: High School Mathematics Teacher

WORKING HOURS: Monday, Tuesday, and Thursday: 8:00 a.m.–4:00 p.m.; Wednesday: 8:00 a.m.–4:30 p.m.; Friday: 8:00 a.m.–3:30 p.m., with a one-hour lunch break.

REPORTS TO: High School Principal

TERMS OF EMPLOYMENT: Full-time position.

POSITION OVERVIEW:

Teachers at the American School of Brasília (EAB) play a central role in advancing the school's mission and creating meaningful learning experiences for students. EAB seeks highly qualified, collaborative, and reflective educators who demonstrate excellence in teaching and a strong commitment to student learning, well-being, and growth.

The High School Mathematics Teacher is responsible for planning and delivering high-quality, standards-based mathematics instruction that is engaging, concept-based, inquiry-driven, and responsive to the diverse needs of learners. The teacher creates an inclusive and supportive learning environment that promotes mathematical reasoning, problem-solving, conceptual understanding, critical thinking, and student agency.

EAB teachers work collaboratively within professional learning communities and contribute actively to the broader life of the school. They use assessment data and evidence of student learning to inform instruction, provide meaningful feedback, differentiate learning experiences, and support students in reaching their full potential.

EAB offers all four International Baccalaureate Diploma Programme (IBDP) Mathematics courses: Mathematics: Analysis and Approaches at Standard Level (SL) and Higher Level (HL), and Mathematics: Applications and Interpretation at Standard Level (SL) and Higher Level (HL).

The successful candidate will demonstrate strong subject-area knowledge in mathematics and effective pedagogical practices. Experience teaching IBDP Mathematics is preferred. The candidate will also demonstrate cultural responsiveness, a commitment to safeguarding and student well-being, and the ability to build positive relationships with students, families, and colleagues.

JOB REQUIREMENTS:

- Minimum Bachelor's degree in Mathematics, Mathematics Education, Education with a concentration in Mathematics, or a related field.
- Minimum two (2) years of relevant mathematics teaching experience.
- Valid teaching license or certification appropriate to the teaching assignment.
- Demonstrated knowledge of curriculum, standards, benchmarks, and best practices relevant to the assigned subject area and grade levels.
- Demonstrated understanding of concept-based and inquiry-based approaches to teaching and learning.
- Demonstrated ability to plan and deliver engaging, rigorous, and developmentally appropriate instruction.



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- Demonstrated ability to differentiate instruction to address students' individual learning needs, strengths, and interests.
- Demonstrated understanding of assessment practices and the use of formative and summative data to inform instruction.
- Demonstrated ability to work collaboratively within a team structure, including Professional Learning Communities (PLCs).
- Knowledge and experience supporting student well-being, including social and emotional growth.
- Demonstrated commitment to creating an inclusive and culturally responsive learning environment.
- Knowledge of instructional technology practices that enhance and support high-quality teaching and learning.
- Strong written and verbal communication skills.
- Demonstrated ability to build positive and professional relationships with students, families, and colleagues.
- Commitment to student safeguarding, child protection, and professional conduct.
- Demonstrated ability to be a reflective practitioner capable of offering, receiving, and applying constructive feedback.

PERFORMANCE RESPONSIBILITIES:

- Model and support the EAB Mission, Vision, and Values.
- Plan and deliver high-quality instruction aligned with established curriculum standards, benchmarks, and learning objectives.
- Design concept-based and inquiry-driven learning experiences that promote critical thinking, creativity, collaboration, communication, and student agency.
- Develop clear learning objectives and communicate expectations effectively to students.
- Differentiate instruction and learning experiences to address students' individual needs, readiness levels, strengths, and interests.
- Use a variety of instructional strategies and resources to engage students and support meaningful learning.
- Develop and use formative and summative assessments aligned with curriculum standards and learning objectives.
- Analyze classroom assessment data, standardized testing results, and other evidence of student learning to inform instructional decisions.
- Provide students with timely, specific, and constructive feedback that supports continued learning and growth.
- Maintain accurate records of student learning, assessment, attendance, and progress in accordance with school procedures.
- Communicate student progress clearly and professionally to students and families.
- Develop and maintain a safe, inclusive, respectful, and engaging classroom environment.
- Establish clear classroom expectations and use positive, developmentally appropriate approaches to classroom management.
- Support students' social and emotional well-being and contribute to a school culture that promotes belonging, respect, responsibility, and positive relationships.
- Identify students who may require additional academic, behavioral, or social-emotional support and collaborate with appropriate colleagues and student support teams.
- Collaborate with colleagues within Professional Learning Communities and other



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- divisional and school-wide teams to improve teaching and student learning.
- Participate actively in collaborative planning, curriculum development, assessment review, and other team responsibilities.
- Cultivate effective partnerships with parents and guardians through clear, timely, respectful, and culturally responsive communication.
- Integrate technology purposefully to enhance learning while ensuring that technology supports rather than replaces effective instructional practices.
- Assist with the selection, organization, and appropriate use of instructional materials and resources.
- Participate in faculty meetings, parent conferences, professional development, school events, and other responsibilities associated with the teaching role.
- Supervise students and fulfill assigned duties during the school day and at school activities as required.
- Follow all EAB policies and procedures related to student safeguarding, child protection, professional conduct, confidentiality, and student safety.
- Report safeguarding or child protection concerns promptly and in accordance with established school procedures.

Builds Positive Interpersonal Relationships:

- Promotes positive interactions among students, parents, faculty, and staff who have differing cultural, linguistic, and national backgrounds.
- Builds respectful, supportive, and professional relationships with students.
- Cultivates collaborative and culturally responsive relationships with colleagues and members of the broader school community.
- Fosters a sense of identity, belonging, and pride in EAB among students, parents, faculty, and colleagues.
- Maintains an open attitude toward new ideas, perspectives, and approaches.
- Collaborates effectively with a wide range of divisional and school-wide teams.

Ongoing Professional Growth:

- Continues to acquire new professional knowledge and applies new learning to instructional practice.
- Reflects regularly on teaching practice and its impact on student learning.
- Participates actively in professional development, in-service training, workshops, and collaborative learning opportunities.
- Shares knowledge, resources, and effective practices with colleagues.
- Establishes professional growth goals aligned with individual, divisional, and school priorities.
- Seeks, receives, and applies constructive feedback to strengthen professional practice.
- Demonstrates current best practices in teaching, assessment, student support, and the effective use of educational technology.

The responsibilities listed in this Job Description are intended to describe the general nature and level of work performed by employees assigned to this position. They are not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Employees may be required to perform other related duties as assigned to support the successful operation of their Area/Division and the School.