American Cooperative School of Tunis
SINCE 1959

Elementary / Secondary Teacher

Department	Issue Date	Revision Date	Version
Secondary School			01

Child Protection and Safeguarding
ACST is committed to safeguarding and promoting the safety, well-being, dignity, and rights of children and youth. All employees are expected to maintain appropriate professional boundaries, act in the best interests of students, and comply with the school's safeguarding, child protection, training, and reporting requirements. Employment is subject to satisfactory background checks, reference checks, and other child safeguarding requirements.

1- Position Overview

The primary responsibility of the Elementary / Secondary Teacher is to support each student in achieving academic success, developing a lifelong love of learning, and becoming a responsible citizen in a global community. The teacher works collaboratively as a member of the Instructional Department to deliver a high-quality, standards-based American curriculum through effective instruction and assessment for students. The teacher is expected to motivate and engage students, maintain high academic and professional standards, and work in partnership with colleagues and parents to support student learning, development, and overall well-being.

2- Duties and Responsibilities

As a Positive Community Member, the teacher will:

- Work as a team member to forward the aims and objectives of the school's vision, strategic plan, its direction, and priorities,
- Actively contribute to creating a positive learning culture at ACST,
- Promote positive relationships with all parents and members of the ACST community,
- Adhere to ACST Board and personnel policies,
- Encourage parent and community involvement,
- Serve as a role model for students, parents, and colleagues.

As a Professional Educator, the teacher will:

- Plan, prepare, and deliver developmentally-appropriate lesson plans and instructional materials that facilitate active learning and foster the social, emotional, and cognitive growth of each student.

- Develop units, lesson plans, and assessments that are standards-based and in accordance with the school's established procedures and approaches.
- Create flexible and inviting environments that support learning through inquiry, enabling students to engage, reflect, experiment, and discover.
- Establish and communicate clear objectives for all learning activities.
- Provide specific and detailed feedback on student learning progress.
- Monitor the progress of individual students and use this information to provide targeted and responsive interventions.
- Manage classroom behavior through established routines and procedures, making use of school-adopted resources and approaches.
- Adopt practices that reflect innovation and creativity in design and implementation, and make appropriate use of technology to support instruction.
- Differentiate instruction to meet the needs of diverse cultural and ability backgrounds.
- Maintain accurate and complete records of students' progress and development.
- Participate in departmental, grade-level, team, school, and parent meetings.
- Communicate necessary information regularly to students, colleagues, and parents.
- Attend specific events which sit outside of the regular school day, such as Open House, Parent Conferences, International Day, Graduation, and IB Night (if applicable).
- Offer one ASA annually

As a Reflective Practitioner and Life-Long Learner, the teacher will:

- Demonstrate a growth mindset by continually seeking feedback on teaching practice and showing commitment to continuous improvement.
- Actively participate in the school's supervision and evaluation model by establishing, monitoring, and reflecting on a student growth goal and a professional growth goal.
- Engage in professional learning activities and share insights with colleagues.

3- Interactions

3-1 Internal

Principals/Teachers/Students/Staff

3-2 External

Parents

4- Reporting lines and decision-making

Reports to	Supervision	Decision making
Elementary / Secondary School Principal		n/a

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5- Qualification and Experience

- Professional commitment to learning (required).
- Professional certification in teaching (required).
- A degree in teaching from an accredited institution in the appropriate subject area (required).
- Current First Aid and CPR training (required).
- At least three years teaching experience (preferred).
- Overseas teaching experience (preferred).
- Experience teaching in a standards-based teaching and learning environment (preferred).
- Experience with relevant teaching pedagogies related to the role (preferred).
- Experience in technology integration or a willingness to be trained (preferred).

6- Evaluation Criteria

Criterion 01	Criterion 02
Planning, Curriculum & Standards-Based Design	Instructional Delivery & Active Student Engagement
Criterion 03	**Criterion 04**
Assessment, Feedback & Progress Monitoring	Classroom Management, Environment & Student Well-Being
Criterion 05	**Criterion 06**
Community Participation & Positive Culture	Professionalism, Collaboration & Continuous Growth

7- Working schedule

Hours: 7:30 am to 4:00 pm; with occasional evenings when required
Days: Monday – Friday, with occasional weekends when required

Revision	Author	Revision	Approval	Date
00			Zak Palsha	

The Employee's signature below constitutes the employee's understanding of the requirements, essential functions, and duties of the position.

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Employee Signature
Date