American School of Brasilia
Learners Inspiring Learners

POSITION: High School English 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 English Teacher is responsible for planning and delivering high-quality, standards-based English Language Arts instruction that develops students' reading, writing, speaking, listening, analytical thinking, and communication skills. Instruction should be engaging, concept-based, inquiry-driven, and responsive to the diverse academic, linguistic, and developmental needs of learners.

The teacher fosters a deep appreciation for literature, language, and diverse perspectives while helping students become confident, independent, and critical readers, writers, and communicators. Through the study of literary and non-literary texts, students develop the ability to interpret complex ideas, construct evidence-based arguments, communicate effectively, and engage thoughtfully with different cultures and perspectives.

The position includes teaching High School English courses, potentially including International Baccalaureate Diploma Program (IB DP) and Middle Years Program (MYP) Language and Literature courses, in accordance with the school's curriculum and instructional needs.

EAB teachers work collaboratively within Professional Learning Communities (PLCs) 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.

The successful candidate will demonstrate strong subject-area knowledge, effective pedagogical practice, 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 English, English Literature, English Education, or a closely related field.
- Minimum two (2) years of relevant teaching experience, preferably at the High School level.
- Valid teaching license or certification appropriate to the teaching assignment.

- Demonstrated knowledge of secondary English Language Arts curriculum, standards, benchmarks, and instructional best practices.
- Strong knowledge of literary analysis, composition, rhetoric, language development, and academic writing.
- Experience teaching IB Diploma Program English courses, particularly Language and Literature, is strongly preferred.
- Understanding of IB philosophy, assessment practices, and approaches to teaching and learning.
- Demonstrated ability to teach a range of literary and non-literary texts representing diverse cultures, perspectives, genres, and historical contexts.
- Demonstrated understanding of concept-based and inquiry-based approaches to teaching and learning.
- Demonstrated ability to develop students' critical reading, analytical writing, research, discussion, presentation, and communication skills.
- Demonstrated ability to differentiate instruction to support students with diverse learning profiles, including multilingual learners and students requiring additional academic support.
- Strong understanding of formative and summative assessment practices, including the development and application of clear assessment criteria and rubrics.
- Demonstrated ability to use assessment data and student work to inform instruction and support academic growth.
- Experience collaborating within Professional Learning Communities (PLCs) and interdisciplinary teaching teams.
- Knowledge and experience supporting adolescent development and students' social and emotional well-being.
- Demonstrated commitment to creating an inclusive, culturally responsive, and academically rigorous learning environment.
- Understanding of educational technology and the ethical, responsible use of artificial intelligence to support teaching, learning, research, and academic integrity.
- Excellent written and verbal communication skills in English.
- Demonstrated ability to build positive and professional relationships with students, families, and colleagues.
- Commitment to student safeguarding, child protection, confidentiality, and professional conduct.
- Demonstrated ability to reflect on professional practice and offer, receive, and apply constructive feedback.

PERFORMANCE RESPONSIBILITIES:

- Model and support the EAB Mission, Vision, Values, and Learner Profile.
- 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 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.