American School of Brasilia
Learners Inspiring Learners

POSITION: Middle School English Language and Literature 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: Middle 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. The American School of Brasília (EAB) seeks an enthusiastic, collaborative, and student-centered educator to serve as a Grades 7–8 IB Middle Years Programme (MYP) English Language and Literature Teacher. At EAB, educators play a central role in advancing our mission of *"Learners Inspiring Learners"* by fostering an environment where young adolescents thrive intellectually, socially, and emotionally.

This role requires a dedicated middle school specialist who possesses proven experience with inquiry-based pedagogy and a genuine passion for working with early adolescents (ages 12–14).

As an exemplary IB MYP teacher, the candidate will design concept-driven, inquiry-led units that challenge students to critically analyze literary and non-literary texts, articulate complex ideas, and explore diverse cultural perspectives. The successful candidate understands the developmental dynamics of middle school learners and creates an inclusive, structured, and inspiring classroom where students build confidence, independence, and critical thinking skills.

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, an understanding of adolescent development, 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 Middle School level.
- Valid teaching license or certification appropriate to the teaching assignment.
- Demonstrated knowledge of Middle School English Language Arts curriculum, standards, benchmarks, and instructional best practices.
- Previous experience and a strong, expressed desire to work directly with young adolescents. Deep understanding of early adolescent cognitive, emotional, and social development.

- Prior experience teaching IB MYP Language and Literature and/or official IB MYP professional development workshop training is strongly preferred.
- Strong knowledge of literacy development, literary analysis, composition, language acquisition, and writing instruction.
- Experience teaching IB Middle Years Program (MYP) Language and Literature is strongly preferred.
- Understanding of IB MYP philosophy, conceptual learning, global contexts, approaches to learning (ATL), and criterion-related assessment.
- Demonstrated ability to teach 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' reading comprehension, 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 use of clear assessment criteria, rubrics, and student feedback.
- 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.
- Demonstrated commitment to creating an inclusive, culturally responsive, and academically engaging 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, and Values.
- Plan and deliver engaging, standards-based Middle School English Language and Literature instruction aligned with curriculum objectives and IB MYP requirements.
- Design concept-based and inquiry-driven learning experiences incorporating MYP global contexts, key and related concepts, and approaches to learning (ATL).
- Develop students' reading comprehension, writing, literary analysis, research, speaking, listening, and communication skills through diverse literary and non-literary texts.
- Teach effective writing processes, including planning, drafting, revising, editing, and the use

of supporting evidence.
- Differentiate instruction to address students' individual learning needs, strengths, language proficiency, and developmental readiness.
- Promote independent learning, intellectual curiosity, cultural awareness, and appreciation for literature and diverse perspectives.
- Develop and implement formative and summative assessments aligned with curriculum standards and IB MYP Language and Literature assessment criteria.
- Use assessment data and evidence of student learning to inform instruction and support academic progress.
- Provide timely, constructive feedback and encourage student reflection, revision, and goal setting.
- Maintain accurate records of student performance, attendance, and progress.
- Create a safe, inclusive, and respectful classroom environment that supports academic achievement, positive behavior, and student well-being.
- Support students in developing organizational skills, responsibility, independence, and effective learning habits.
- Collaborate with the student support team to address individual academic, behavioral, and social-emotional needs.
- Collaborate with colleagues through Professional Learning Communities (PLCs), interdisciplinary planning, curriculum development, and assessment review.
- Communicate effectively with students, families, colleagues, and school leadership.
- Integrate educational technology and promote the ethical and responsible use of artificial intelligence, research tools, and digital resources.
- Support academic integrity, original thinking, and age-appropriate research and citation practices.
- Participate in faculty meetings, professional development, parent conferences, school events, and assigned supervisory or advisory duties.
- Follow EAB policies and procedures regarding safeguarding, child protection, confidentiality, and professional conduct, and promptly report concerns through established channels.

Builds Positive Interpersonal Relationships:

- Support middle school advisory routines, student well-being initiatives, and co-curricular activities tailored to middle school culture.
- 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, PLCs, 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.