AMERICAN NICARAGUAN SCHOOL
CLASSROOM TEACHER JOB DESCRIPTION

Our Community of Practice model at ANS is founded on shared leadership principles that are built on the following four environmental conditions for success:

Mission-Driven
- School knows and lives its mission.

Student-centered
- The goal is to improve the learning experience for students.

Predictable & Supportive
- The Community of Practice model defines what teaching excellence looks like.

Growth-focused
- Puts teachers in the driver seat to own their growth as a professional.

Class level for the position:

Primary Classroom Teacher

Reports to:

Primary School Principal

Supervises:

Students and Student Activities

Interfaces With

Students, colleagues, parents, support staff, and administrators

Qualifications:

- Possess a Bachelor's degree in education, child development, and/or a degree in a child-related field, along with proven teaching experience.
- Be committed to rolling up your sleeves up to teach and learn within our Community of Practice.
- Be an advocate for excellence in inclusionary practices. and removing barriers so that children with disabilities can be successful in school.
- Very strong English language skills and willingness to respect our expectations about Fidelity to Language in all settings to promote a supportive English immersion model of language acquisition.
- Evidence of a collaborative spirit in which decisions about teaching and guiding a child are made within a team.
- Model joy in professional learning that expects risk, growth, and allows for messiness and even failure now and then.
- Demonstrate an awareness of how one's behavior and emotions can be interpreted by others and affect the child's performance.
- Exemplify professionalism in communication with others, especially in stressful situations.
- Willingness to ask questions, learn, and expand one's knowledge and skills to better serve the children.

Performance Responsibilities:

Be an advocate for the Community of Practice at ANS that defines what teaching and learning look like in our ANS Program.

- Prepare yourself by studying the instructional materials to not only learn what to teach but also the "why" behind the teaching.
- Work in collaboration with the instructional coaches and administration to lift our level of instruction and build a program of excellence that is aligned both horizontally and vertically.
- Be willing to ask for help and receive feedback to lift your level of instruction.

Take a leadership role as a Subject Area Lead in your grade level.

- While teaching all academic subjects, take leadership for one subject area to guide your team in the grade-level standards, instructional tools, assessments, and differentiation.
- Take leadership for the planning and discussions within your collaborative grade-level meetings to develop the teaching plans and learning experiences that best meet the needs of all learners.
- Become an expert in your subject area and lead role while also learning other subjects to be an effective teacher in all subject areas.
- Co-teach and work in collaboration with classroom teachers, paraprofessionals, coaches, and administrators.

Use data-informed instruction to give timely and meaningful feedback to students

- Use Standards-Based Grading as the common expectation to evaluate where your students are expected to be as learners and thinkers.
- Implement assessments as designed, with fidelity.
- Use multiple sources of data to evaluate a student's progress and mastery level.
- Align feedback with the standards, instructional tools, checklists, and assessments that align feedback with instruction.
- Always use feedback and grading in a way that motivates students to grow and learn.

Serve as an advocate for every child.

- For students with Inclusion Plans - IP, use the IP to communicate as a "recipe for success" to support the child's success in school.
- Use "child first" labels to model respect and to avoid labels that stigmatize a child, which often result in lowered expectations or exclusion
- Facilitate a collaborative approach to building a community of support for the child's growth and sense of belonging.

Facilitate collaboration with parents to support ongoing planning and growth for the child's academic and social success.

- Build positive relationships with parents as partners in learning to support the child's academic and social success in school and home.
- Demonstrate flexibility and open-mindedness about finding pathways for children to learn and achieve grade-level expectations.
- Fulfill school protocols about outside service providers and tutoring.

Model a partnership with all members of the team

- Prepare paraprofessional for their role to support instruction and materials preparation
- Provide feedback to help the Paraprofessional learn and grow.
- Model a partnership in the classroom with all adults who work in your classroom.

Demonstrate a commitment to a progressive model of research and professional growth to stay informed and prepared.

- Connect with professional organizations or research journals.
- Observe colleagues and participate in shared reflection to lift our level of instruction.
- Eagerly teach and share your learning with others.

Performance Evaluation:

Job performance will be evaluated by the Primary Principal.

Please know that these qualifications and expectations are meant to be descriptive of the position and do not include every detail of the position. However, it is imperative that the teacher understand that our goal is to build a program of excellence.