



Stamford American
UNIVERSITY

JOB DESCRIPTION





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To establish supportive, collaborative, and positive working relationships with all other members of staff
To become a positive presence across the whole school and a representative of it within its wider community
Having a sense of humor

Educational role:

Developing and executing the preparation, planning and delivery of child-centered learning activities in accordance with the school vision.

Acting as a pastoral advisor, being responsible for the holistic academic and social-emotional well-being of these students, and in the case of grades 11 and 12, acting in a formal CAS Advisor capacity.

Building on what students know, and differentiating to meet student needs

Ensuring that the classroom environment is well-managed, properly ordered and neatly presented

A willingness to analyze data such as MAP scores, and other formative and summative assessments

Planning which emphasizes connections among curriculum areas and explicitly focuses on trans-disciplinary skills and the essential elements of MYP, DP and/or AP programs as needed

Planning which accommodates a range of ability levels and learning styles; teachers are expected to modify and accommodate for students as needed, i.e. accommodating individual language needs (EAL), student support services, students who are struggling as well as students who need more of a challenge

Planning in a collegial and professional manner with peers, showing respect, being prepared and on time, and adhering

to the school wide meeting norms and team's essential agreements at all times

Communicating professionally with students and families.

Planning collaboratively for student learning

Planning which is based on agreed student learning outcomes, in the context of the school-wide program.

Planning work that builds on students' prior knowledge and experience.

Planning significant units of inquiry, to be explored in depth.

Implementing accurate assessment through the collaborative pre-planning and moderation processes.

Planning work which emphasizes connections between and among curriculum areas

Planning work which accommodates a range of ability levels

Building on what students bring to the learning experience in the way of prior understanding.

Ensuring a well-organized and stimulating learning environment

Empowering students to feel responsible and to take action.

Maintaining constant awareness of the needs of any children to whom English is a second or even a third or fourth language

Using learning technologies to enhance learning.

Supporting other aspects of the IBO programs (ex: Supervise Extended Essays and/or Personal Projects) as directed

Being aware of students' capabilities, their prior knowledge and planning teaching and differentiation as appropriate.

Demonstrating an understanding of and taking responsibility for promoting high standards of literacy

Providing clear and constructive feedback to students and their parents and caregivers

Ensuring the documentation of curricula units and other planning on the platform and within the timelines set forth by the administration



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