

## **BFIS Elementary School**

### **Associate Teacher Job Description**



#### **Summary**

Early Childhood and Elementary School Associate Teachers will be excellent collaborators who deeply value student-centered teaching and learning and reflecting on their practice with other colleagues. The BFIS curricular programme has been designed and will evolve over time to best meet the learning needs of a diverse group of students who are both local and international, and includes students who have English as an additional language as well as students with learning enrichment needs. Associate teachers will be up-to-date with research based practice to support students and collaborate with lead teachers. The school believes that there is a very real need for humans to develop ways to solve environmental and societal problems that make the world a better place. Learning how to creatively solve problems for action and impact is fundamental to our philosophy as is the nurturing of a caring and compassionate community of adults and young people.

**Directly Reports to:** Head of Elementary School or Associate Head of Elementary School

#### **Roles and Responsibilities**

1. **Instructional Preparation:** As possible, the associate teacher attends weekly planning meetings and contributes ideas. The associate teacher helps organize and prepare materials for instruction, as directed by the lead teacher. This includes making photocopies, gathering materials, setting up classroom centers for learning, etc.
2. **Instructional Delivery:** Under the guidance of the lead teacher, the associate teacher will facilitate small group instruction and support individual students. Learning goals, lesson objectives and plans will be designed by the lead teacher for any instruction delivered by the associate teacher. At times, an associate teacher may be asked to facilitate whole-class learning experiences, as provided by the lead teacher.
3. **Assessment of/for Learning:** The associate teacher helps the lead teacher gather and analyze data to measure student progress and provide timely feedback to students. Associate teachers are asked to contribute their thoughts/perspectives about students to lead teachers, and may participate in parent meetings to support the lead teacher's observations and/or concerns.
4. **Behavior Management:** The associate teacher will actively supervise students at lunch, patio, and classroom times, and will assist students in transitions to/from specialists' classrooms, lunch and patio, buses, etc. Using a positive discipline and Responsive Classroom approach, student behavior will be addressed through teaching, reteaching, and redirection in positive ways. Child protection and safeguarding will be at the forefront of all decisions and actions.
5. **Learning Environment:** The associate teacher considers the environment the "Third Teacher", and, in coordination with the lead teacher, supports this belief with resources, routines, and procedures to provide a respectful, positive, safe and organized student-centered experience.
6. **Professionalism:** The associate teacher maintains a commitment to professional ethics, international mindedness, and the school's mission; and takes responsibility for and participates in professional goal-setting and growth that results in the enhancement of student learning. The associate teacher possesses the ability to work well independently and as part of a team, and can adapt to change in a fast-paced environment. The associate teacher will engage in

behaviors supportive of creating and maintaining a positive learning community, such as demonstrating a passion for learning, modeling a willingness to take risks and showing respect through maintaining high expectations for oneself and others.

7. **Student Progress:** The work of the associate teacher helps the teacher to gather learning data.

#### **Candidate Requirements**

- A recognized degree in early childhood or elementary education, or a degree with relevant experience
- Native or near-native English language proficiency
- At least 2 years' experience working with early childhood and/or elementary children
- Independence and proficiency in organizational, administrative, technology, and interpersonal skills
- Ability to take initiative and to work collaboratively within a team

#### **Desirable Skills and Requirements**

- Experience with American/International curriculum or in an international environment
- Spanish language proficiency
- Ability to contribute to the wider life of the school community

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