



## SMIC-I Elementary Grades 1, 2, or 3 Homeroom Teacher

| REPORTING STRUCTURE                                      |  |                   |                             |
|--|--|-------------------|-----------------------------|
| <i>Job Family</i>  | Grade Level Leader Teacher   | <i>Center</i>     | School                      |
| <i>Report To</i>   | 1. Assigned Grade Level Leaders<br>2. SMIC-I Senior Director of Elementary School  | <i>Division</i>   | SMIC International Division |
| <i>Job Title</i>   | SMIC-I Elementary Homeroom Teacher (Grades 1, 2 or 3)  | <i>Department</i> | Elementary School           |
| <i>Approved By</i>                                       | Principal of International Division  | <i>Section</i>    | Grades 1, 2, or 3           |
| <i>Revision No/Date</i>                                  | Created April 7, 2017; Updated January 18, 2022; Effective August 2022, Effective August 2025  |                   |                             |
| POSITION DESCRIPTION                                     |  |                   |                             |
| <b>Job Purpose</b>                                       | Contributes toward building a world-class SMIC-I Elementary through providing instructional guidance in elementary grades 1, 2, or 3 as a homeroom teacher, while actively contributing to our students and school through associated roles expected of a holistic professional educator in a dynamic system dedicated to honor, excellence, community, and joy.   |                   |                             |
| <b>Successful SMIC Private School educators have ...</b> | <ul style="list-style-type: none"> <li>• <u>Passion</u> about bringing quality education to students that includes ...               <ul style="list-style-type: none"> <li>○ love for education</li> <li>○ consistently operating with a commitment to positivity, excitement, and creative problem-solving</li> <li>○ respect for working in a multicultural environment where multiple work styles are valued and celebrated</li> <li>○ being a caring contributor who brings enjoyment to the workplace</li> </ul> </li> <li>• <u>Team spirit</u> commitment that includes ...               <ul style="list-style-type: none"> <li>○ a can-do attitude</li> <li>○ respect for genuine, joyful collaboration</li> <li>○ dedication to positive and supportive interpersonal relationship skills</li> <li>○ willingness to take initiative</li> <li>○ desire for transparency</li> <li>○ ability to take direction easily when needed</li> <li>○ willingness to make personal sacrifices for the greater school-wide good</li> <li>○ committed to working in a team-based teaching environment where flexibility and collaboration are key</li> </ul> </li> <li>• <u>Strong work ethic values</u> that include ...               <ul style="list-style-type: none"> <li>○ high standards of quality</li> <li>○ effective organizational skills</li> <li>○ being self-directed</li> <li>○ ability to multitask</li> <li>○ comfort with big picture concepts while being detail-oriented when implementing school plans</li> <li>○ serving as a strong positive role model for students at all times</li> </ul> </li> <li>• <u>Responsible outlook</u> includes ...               <ul style="list-style-type: none"> <li>○ a sense of ownership and reliability in getting the job done correctly to the end</li> <li>○ ability to work under pressure with deadlines yet also demonstrate flexibility with ease when needed</li> </ul> </li> </ul> |                   |                             |

|   |   |
|---|---|
| <p style="text-align: center;"><b>Organization<br/>and<br/>Communication<br/>Skills</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates a strong positive commitment toward school improvement</li> <li>• Demonstrates commitment to education at the elementary grades’ level, including innovations and best practices</li> <li>• Knowledgeable about the American-style education system and how elementary school level instruction integrates into it</li> <li>• Comfortable working in a school that integrates Chinese and American-style educational philosophies</li> <li>• Comfortable with computers for school-related purposes, including PowerSchool, Rubicon Atlas, Canvas, email, and MS Office programs</li> <li>• Desires to actively engage in professional development opportunities as provided by the school or through individual initiative</li> <li>• Flexible and culturally sensitive in adapting to a multicultural environment with school community members (students, staff, and families) of many nationalities</li> <li>• Strong understanding of working with students, parents/guardians, and staff from diverse cultural backgrounds</li> <li>• Positively and proactively communicate with parents/families and students</li> <li>• Works effectively with students who exhibit near English proficiency</li> <li>• Patient in working with members of the school community calmly and positively in tense, high-pressure situations, including following the chain of communications command</li> <li>• Fluent in both oral and written English at a professional standard</li> </ul> |
|---|---|

|   |  |
|---|--|
| <p><b>Research-based Best Practices Guiding SMIC-I Frameworks</b></p> | <ul style="list-style-type: none"> <li>• <i>Mindset: The New Psychology of Success.</i> Carol S. Dweck. Random House. 2006</li> <li>• <i>Understanding by Design,</i> Grant Wiggins &amp; Jay McTighe. ASCD. 2005</li> <li>• <i>Units of Study for Teaching Reading: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2015</li> <li>• <i>Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum.</i> Lucy Calkins. Heinemann Publishers. 2013</li> </ul>   |
| <p><b>Education and Work Experience Requirements</b></p>              | <ul style="list-style-type: none"> <li>• Bachelor’s degree <u>required</u> in elementary education, but a bachelors’ degree in a related field (i.e., early childhood) is considered with a teaching license and 2 years of verifiable full-time teaching experience in an elementary school</li> <li>• Must possess a valid teaching license/certificate in elementary or early childhood education</li> <li>• At least 2 years of full-time teaching in the same position in a regular elementary school</li> <li>• Evidence of current relevant professional development, especially at the lower elementary grades level</li> </ul>  |
| <p><b>Signatures</b></p>  | <ul style="list-style-type: none"> <li>• I have been provided a copy of this job description which I have reviewed.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p style="display: flex; justify-content: space-between;"> <span>Employee</span> <span>Printed Name</span> </p><br><p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> </p> <hr/> <p style="display: flex; justify-content: space-between;"> <span>Date</span> </p> <ul style="list-style-type: none"> <li>• As the school’s designated representative, I have reviewed this job description with the employee assigned to this role listed above.</li> </ul> <p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> <span style="font-size: 2em;">X</span> </p> <hr/> <p style="display: flex; justify-content: space-between;"> <span>Official School Designee</span> <span>Printed Name</span> </p><br><p style="text-align: center;"> <span style="font-size: 2em; margin-right: 100px;">X</span> </p> <hr/> <p style="display: flex; justify-content: space-between;"> <span>Date</span> </p> |