

Title: Integrated Studies Teacher

Department/Location: Middle School Faculty, St. Louis

Organizational Relationships: Reports to Middle School Assistant Principal

Summary: Teaches Integrated Studies for 6th-8th grades; uses a variety of teaching methods, in particular project-based learning, to teach for understanding; ensures students are effectively applying their knowledge and skills; mentors students as their teacher, character educator, and advisor. Full-time, school-year position.

Work Performed: Essential Duties*

- Displays a strong interest and love for working with 6th, 7th, and 8th grade students
- Plans lessons that invoke student interest and ownership, incorporates real-life situations where appropriate, and demonstrates an awareness of the needs of the 21st century learner
- Sets challenging and integrated long term projects for students that are experiential and authentic
- Integrates digital media with other disciplines and the needs of the students
- Willingness to work effectively in a 1:1 tablet laptop environment, using technology as a tool to enhance learning
- Effectively integrates 21st century skills into the classroom helping students develop strong critical thinking, problem solving, collaboration, research and communication skills
- Works with a wide range of students – helping them feel successful and to understand their unlimited potential
- Provides daily conferences for students
- Handles discipline situations in an effective manner that supports character growth
- Actively collaborates with colleagues across levels and departments to support the implementation of school-wide initiatives
- Actively participates in various committee meetings, faculty and parent meetings, and professional development; becomes part of a professional learning community where teachers are continually improving teaching and learning
- Communicates effectively with coaches, parents, and houseparents
- Supports middle school activities by chaperoning social events and trips
- Recognizes that spiritually-based character education is as important as the subject matter being taught

Key Competencies

Candidates' overall outlook and approach to life and learning are just as important to us as appropriate qualifications and experience. Principia School seeks individuals who are . . .

- **Positive:** We appreciate team members who are optimistic, positive, and focused on elevating and bringing out the very best in themselves and others. We are a strengths-based organization; faculty and staff are expected to understand teammates' strengths and how they can complement each other.
- **Team players:** The ability to collaborate and partner with peers and senior administrators is critical. The School has a strong team-centered leadership approach. Staff are expected to be able to listen, give and receive feedback, and be comfortable exchanging ideas and speaking candidly in a professional and collegial manner. They must bring a constructive outlook to partnering with a wide range of stakeholders—administrators, faculty, coaches, houseparents, marketers, and fundraisers, among others.
- **Innovators:** Given our fast-moving, ever-changing world, all School employees are expected to demonstrate a problem-solving mindset that helps our team come up with creative solutions to challenging issues. The School emphasizes continual improvement and expects staff to have a mentality of self-improvement and organizational excellence.
- **Strategic thinkers:** We prize the ability to consider complex topics from multiple perspectives and offer innovative solutions.

To perform this job successfully, an individual should demonstrate the following competencies:

- Interpersonal - Focuses on solving conflict, not blaming; maintains confidentiality of private information relating to students, colleagues, and the operations of the school; keeps emotions under control; remains open to others' ideas and tries new things
- Oral and Written Communication - Speaks clearly and persuasively in positive or negative situations; listens and gets clarification; responds well to questions; demonstrates group presentation skills; participates in meetings; writes clearly and informatively; edits work for spelling and grammar; varies writing style to meet needs; able to read and interpret written information
- Initiative - Undertakes self-development activities; demonstrated commitment to continuous improvement

Minimum Qualifications:

- Teaching certification preferred (required within two years of hire date)
- Bachelor's degree in Education or a related field; Master's degree preferred
- Relevant teaching experience with middle school students
- Prior experience of working with a project-based approach

*The statements herein are intended to describe the general nature and level of work being performed, but are not to be seen as a complete list of responsibilities and are subject to change at the discretion of the employer.