

JOB DESCRIPTION
Sebastopol Independent Charter School
Spanish Teacher

Overview

The Sebastopol Independent Charter School (SICS) Spanish Teacher (ST) is a position that reports directly to the SICS Executive Director. The ST educates his/her students in an environment and manner that nurtures and guides them, with great consideration for the needs of each individual child and the class as a whole. The ST will devote special attention to academic excellence, academic and developmental differences, developmentally appropriate curriculum, thorough lesson preparation, presentation and classroom management, teaching social and community skills, music, poetry and special education concerns. The ST will work as much as possible from the indications of Waldorf philosophy and integrate Waldorf methods with other current best educational practices, including Common Core Standards.

Position Essentials

Student Instruction

The ST provides a comprehensive Spanish program for grades 5-8 or 1-8 (flexibility in grade span) students in a manner that nurtures and guides them, keeping in mind the needs of each individual child and the class as a whole. The ST provides a level of instruction based on each student's reasonable achievement potential by drawing on and valuing students' backgrounds, interests, temperaments, learning styles/needs, and social/emotional development through lesson preparation and presentation and classroom management.

Classroom Community

The ST creates a community within the classroom through the nurturing of social/emotional development and interpersonal communication and problem solving. The ST demonstrates and models respect, responsibility, acceptance, tolerance of diversity, compassion, and understanding. The ST teaches appreciation of physical surroundings by creating a beautiful and orderly classroom environment prior to the start of the school year and by engaging the students in the daily tasks of maintaining a clean, orderly, and beautiful place in which to learn. The ST fosters healthy parent/teacher and parent community relationships by engaging them in their children's education and in the classroom setting as appropriate.

School Community

The ST works in support of the school community with "community spirit" and participates in educational evenings, back-to-school night, festivals and ceremonies, and on committees as appropriate.

Collegiality

The ST works to foster healthy and supportive relationships with all colleagues by working cooperatively with all other faculty, assistants, specialty teachers, special services staff, office staff and the SICS Director: The ST participates in weekly faculty meetings; shares knowledge and experience with other faculty members for the betterment of all; works to create a cohesive educational program for the school; is welcoming of on-going communication and mutual support; asks for assistance or support when needed; is willing to participate in mentoring either as a mentor or recipient of a mentorship; and engages in on-going self-assessment.

Record Keeping

The ST will understand and keep track of the various levels of each student's progress and shall provide a written summary of work at the year's end.

Continuing Education

The ST, toward the pursuit of excellence in the classroom, participates in teacher enrichment opportunities, continuing education, workshops etc.

Accountabilities

The ST is directly accountable to the SICS Executive Director and indirectly accountable to the Sebastopol Independent Charter School Board. The ST is expected to uphold school policies and procedures; adhere to the educational objectives and guidelines as stated in the SICS Charter and any subsequently approved amendments; and any laws/regulations that pertain to schools and the teaching profession. As an essential role model in the life of the children, it is important that the ST be dressed and groomed in a manner commensurate with the high regard in which he/she is held in the school community.

The ST is required to be punctual, arriving at least 15 minutes before the start of the school day and must be ready at the beginning bell to receive his/her children in a thoughtful and deliberate manner, greeting each child individually. Punctuality is also required throughout the school day and at faculty meetings, parent nights, and other meetings and school events where attendance is expected. The ST is expected to arrive at work prepared for the school day with lesson plans and a classroom ready for the day's tasks.

The ST is expected to interact with children, parents, colleagues, and public safety personnel in a professional and diplomatic manner and always have foremost in their mind, "what is in the best interest of the children", individually and as a classroom and school community. The ST uses discretion in dealing with confidential school information and proprietary information. In these areas the ST represents SICS and is expected to make a positive impression with favorable impact for the school.

In case of illness, emergency, or plans to leave early from school the ST is required to notify the Executive Director. The ST is also required to arrange for his/her own substitution if unable to attend work and to contact the receptionist and Director by 8:00 A.M. the day of absence to provide details.

Job Specifications

Education and Experience:

Knowledge and experience related to teaching Spanish language in an elementary school setting. A public school credential and a study of Waldorf pedagogy and curriculum are strongly preferred.

Skill to:

Develop relevant lesson plans and teach children in grades 5-8; motivate, encourage, and challenge children from diverse backgrounds and of diverse academic abilities; work as a team with colleagues, staff, parents and children; manage a classroom and create a learning environment that is consistent with the SICS mission and vision and the school's educational philosophy; self-assess and know when to ask for help; and convey lessons using Waldorf methods while incorporating current best educational practices.

Willingness to:

Be flexible, work under pressure and with multiple concurrent classroom, faculty, and Director deadlines; work in an atmosphere of unpredictability and challenge; examine one's own assumptions, beliefs, and practices as they pertain to the successful day to day running of an elementary/middle school classroom; uphold and work within the framework of the school's mission/vision and charter combining Waldorf methods and philosophy with current best educational practices; examine one's own knowledge and seek out opportunities for professional development; work long hours, including some evening hours; function as a member of a professional team; and function as a role model for children and parents.