

Job Description



Title: Lower Campus Lead Teacher
Status/Hours: Exempt. Hours to be coordinated with the School's operation and needs
Reports to: Head of School and Lower Campus Director

Overview: Trinity School is an outstanding elementary day school serving preschool to Grade 5 students. Our school, both literally and figuratively, is in a unique position for an independent school. Across the street from Stanford University on Sand Hill Road and adjacent to downtown Menlo Park and Silicon Valley, we occupy 5.5 acres on both campuses. On our campuses, we sit at the crossroads of innovation and social consciousness. Trinity is a purposefully small school and has partnered with parents for 60 years to grow children, one at a time, into motivated and capable problem solvers with big hearts.

Job Summary: The Preschool Lead Teacher implements the School's mission, institutional priorities, academic program philosophy, and curricula content and methods as established by the Board of Trustees and the Head of School.

Responsibilities:

Administration:

1. Upholds the mission of Trinity School.
2. Actively supports the goals and philosophy of the School.
3. Abides by Community Care Licensing requirements and ensures that all teachers are informed and in compliance.
4. Abides by school policies
5. Maintains the NAEYC accreditation standards.
6. Maintains good relationship with Trinity Church.
7. Oversees the daily function of the classrooms, the playground, and ensures student safety.
8. Completes administrative tasks such as reports and curriculum maps as well as student documentation completely, accurately, and on time.
9. Attends regular meetings with the Curriculum Coordinator and Lower Campus Director.
10. Builds a collaborative and cooperative teaching team.
11. Attends weekly Team Tuesday meetings.
12. Maintains a neat, aesthetically inviting and engagement-rich learning environment.
13. Supports the marketing and admission process. Participates in tours as needed.

Curriculum:

1. Develops a bias free curriculum, which is developmentally appropriate emergent learning and aligned to the Key Concepts.
2. Communicates to parents the basic structure of the program and the daily schedule
3. Provokes the emergence of children's ideas, which may lead to short and long-term projects and which form the basis for skill and concept teaching.
4. Provides leadership for documentation and reflection by all teachers on student learning as a means of ascertaining what the group and individuals within the group need.
5. Ensures that each child is supported with expressing and expanding their interests within the context of the daily program, indoors and outdoors.
6. Maintains a fluid, responsive environment with age and developmentally appropriate materials that reflect children's interests and supports curiosity, wonder and creativity
7. Differentiates teaching practices to meet the needs of individual children
8. Develops weekly plans that links emergent curriculum to targeted assessment goals
9. Constructs quarterly assessment reports that reflect the growth and development of children

Environment and Safety:

1. Ensures the physical safety of children in the program at all times while in the School's care.
2. Monitors the "sign-in and sign-out" system.
3. Monitors the conditions of the materials, toys and facility, fixes minor problems immediately, and ensures the safety of the children at all times.
4. Ensures the orderly and aesthetically pleasing physical environment of the classroom and program areas.
5. Ensures the timely and attractive documentation of student work that manifests children's thinking and learning.
6. Administers a nutritious snack program.
7. Attends quarterly safety meetings.

Parents:

1. Develops a strong communication system with parents, which includes personal interface and daily blog posts with pictures.
2. Holds biannual parent-teacher conferences with sample student work to demonstrate student understanding and engagement
3. Communicates verbally with parents at arrival and pick up times and sets up times for any long discussions.
4. Orients parents on school philosophy and curriculum.
5. Maintains samples of student work to share with families

6. Refers student developmental concerns to the Lower Campus Director and Curriculum Coordinator
7. Responds to parent concerns, ensuring that the Lower Campus Director - and where relevant, the Head of School are informed.

Professional Development:

1. Attends workshops and conferences throughout the year.
2. Demonstrates personal commitment to continued professional growth through self evaluations and annual goals.

Performs other duties as assigned, including but not limited to supporting admission events and tours

This job description describes a general category of jobs. The employee may be assigned other duties, in addition to or instead of those described here, and any duties are subject to change at any time according to the needs of the School.

Knowledge, Skills, and Abilities:

- Excellent written and verbal communication skills
- Excellent organizational skills: accurate and attentive to detail
- Effective time/project manager
- Able to manage several projects simultaneously
- Knowledge of computer applications related to job functions
- Mature, energetic, intelligent with professional demeanor
- Good judgment and creative problem-solving
- Commitment to development of relevant professional knowledge, skills, and abilities
- Cheerful, flexible self-starter
- Outgoing, and optimistic with well-developed interpersonal skills
- Thrives in fast-paced environment
- Team leader who can delegate effectively
- Ability to resolve conflicts while maintaining the rights and human dignity of all parties
- Experience with and a commitment to continued development of technology skills

Credentials and Expertise:

- BA/ BS degree with a major in or emphasis on Early Childhood Education
- 3 units in Administration and 4 years teaching experience
- Demonstrates experience in emergent, anti-bias teaching practices
- Demonstrates experience in strong, clear, effective writing and documentation that highlights the student learning process.

- Demonstrates experience in using observation and documentation to support student assessment
- First Aid and CPR certification
- A copy of the academic diploma of highest achievement as well as copies of current credentials/units are required for the personnel file for those hired after 6/30/07.

Performance Review:

Based on this job description and annual goals progress and reporting with reference to the Danielson's Framework for Teaching, which outlines the domains of teaching to guide teachers in setting annual goals. It frames the areas of teaching expertise by which teachers are evaluated.