

Montessori School of Denver
LEAD TEACHER – EXEMPT EMPLOYEE*
Job Description

The primary purpose of the Montessori School of Denver is to educate children and to teach and nurture the skills necessary for success in the 21st century based on a foundation of Montessori philosophy and principles and best educational practices. MSD also upholds the highest standards of independent school education as articulated in the Standards of the Association of Colorado Independent Schools, Principles of Good Practice of the National Association of Independent Schools, and the American Montessori Society's Philosophy and Practice and Code of Ethics.

MISSION STATEMENT

We are a dynamic educational environment empowering students to use diverse knowledge and experiences to reach their full potential and do good in the world.

MSD VALUES STATEMENT

We are a thoughtful, inclusive community of joyful, empowered learners, curious, collaborative thinkers, and brave, wise leaders.

TEACHING PRACTICE

- Prepare materials and lessons that meet the needs and interests of the children, are appropriate to their development, and are based on Montessori philosophy and practice, best educational practices, and the development of skills necessary for success in the 21st century.
- Be knowledgeable and competent in all relevant content areas and demonstrate consistent enthusiasm for teaching of the subjects.
- Be aware of and adhere to the Curriculum Chart.
- Assure a balance between individual, small and large group presentations and individual work time. To strive for a minimum of two hours of uninterrupted work time each day for the children.
- Encourage children to be independent, responsible, self-disciplined and to accept external authority.
- Model appropriate behavior and respectful communication at all times, and promote positive self-concept.
- Communicate clearly and accurately with children, conveying clear expectations and managing student behavior in a positive, respectful and effective manner.
- Be aware of and sensitive to children's individual learning challenges, styles and intelligences. Treat all students equitably and make appropriate adjustments in teaching style to meet individual learning differences.
- Observe each child, keep accurate records of his/her progress, and skillfully direct him/her toward steady growth.
- Help the children develop physically, academically, socially and emotionally. When there are difficulties in any of these areas to keep accurate records regarding the problems or concerns of consequence involving the child,

- consult with the School Psychologist and/or Program Director, and communicate with parents and outside professionals according to established procedures.
- Be on time and well prepared to meet the children.
 - Ensure participation in age-appropriate service learning activities.
 - Assure the safety of each child on the school grounds and on field trips.

CLASSROOM ENVIRONMENT

- Prepare and maintain an environment that is well organized, orderly, attractive and aesthetically pleasing. The environment includes all necessary materials for each academic area at the appropriate developmental level, displayed in a logical, sequential manner.
- Keep the materials, furniture and the classroom facility in good order and good repair and appropriately manage the classroom budget.
- Create an environment that reflects the students' interests and learning; display student work and reflect current cultural study in the environment.
- Manage the classroom in such a manner that children are able to concentrate on their work, be competent in their practice, and have confidence in their abilities.
- Promote and model the messages within the mission and values statements.
- Model effective interpersonal relationships that are thoughtful and respectful.
- Create an emotional climate in the classroom that is warm and comfortable and in which children feel safe and nurtured and facilitate a cooperative classroom community.
- Define and support a clear process for resolving difficulties which the children use regularly.

SUPERVISORY/MENTORING ROLE

- Interview, check references and discuss potential candidates for assistant/intern positions with the Program Director. Following a successful interview and 3 reference checks, all forms must be turned into the Director of Human Resources for review. Once the background check is complete, the assistant/intern may be hired.
- Train, supervise and evaluate assistants/interns.
- Support the assistant/intern/new teacher in a respectful and thoughtful manner including having regular meetings to give guidance and ideas to improve classroom practice.
- Notify and work with the Program Director and/or the Director of Human Resources concerning difficulties with assistants/interns/new teachers.

PROFESSIONAL/PERSONAL GROWTH

- Participate enthusiastically in MSD's teacher Professional Growth plan. Set realistic and meaningful annual goals and successfully accomplish them.
- Continue to grow in all subject areas and keep abreast of current practice and materials by reading professional literature, participating in school professional development opportunities, attending a minimum of 15 hours of school in-services, going to workshops, and attending classes.
- Be able to engage in honest self-assessment and receive feedback from peers and supervisor.
- Be willing to improve and assume responsibility for his/her actions.
- Demonstrate the ability to reason, take multiple perspectives, stay curious, be creative, take risks, experiment, and solve problems.
- Maintain a professional and positive attitude on campus and at all school related events.

COMMUNITY ENGAGEMENT

Colleagues

- Discuss curriculum, classroom management and educational philosophy with team peers and share expertise, welcome new ideas and demonstrate the ability to be flexible.
- Share space and materials with colleagues.
- Give and receive help from colleagues. Provide active, on-going support for all colleagues and demonstrate strong collaborative skills. Participate positively as a member of classroom, program and staff teams.
- Deal directly with colleagues in regards to any unresolved issues. Use the MSD Complaint and Conflict Resolution Policy and avoid gossip.
- Be respectful of community agreements such as being prompt at meetings and fulfilling responsibilities.
- Serve on at least one of the various school-related committees or ad hoc groups as needed.

Parents

- Communicate effectively with parents through weekly or bi-monthly classroom updates/posts, individual emails, formal and informal meetings, and other means that: 1) tell the parents what the children have been learning, 2) educate them about the curriculum and educational philosophy, and 3) inform them about time and dates of upcoming events in the classroom and school.
- Be responsive, respectful and supportive of the parents in their role of parenting and makes helpful recommendations when appropriate. Maintain a positive attitude toward parents and respond in a thoughtful and timely manner.

- Utilize parents as resources in the classroom by providing volunteer opportunities.
- Offer parent-teacher conferences twice per year. Be available for other conferences as required or requested. Communicate clearly and honestly during parent conferences about child's strengths and challenges.
- Write clear and informative progress reports twice a year. Copies are filed after conferences in the child's file in the office.
- Participate enthusiastically in parent education programs, Back to School Night, student presentation events, and other school functions.
- Complete recommendation forms for future schools as required.

Other Expectations

- Participate in field trips, overnight trips, and other experiences beyond MSD's campus (such as Cal-Wood, Keystone Science School, and 8th grade trips)
- Attend and participate in all Faculty and Program Team Meetings.
- Be present for all Staff Days, as well as set up and break down week days.

*Exempt employee is not eligible for overtime pay.

Updated 11/2023