



3rd & 4th Grade Elementary Teacher (Full Time)

School Description

Located in downtown Boise, Idaho, Foothills School of Arts & Sciences is a Pre-K through Grade 9 independent day school. Since its founding in 1992, Foothills has been committed to providing a progressive learning environment that suits the developmental learning needs of children and adolescents. A project-based program integrated with visual and performing arts helps students develop independent perspectives, academic competencies, social-emotional skills, and a sense of civic responsibility. Annual trips take advantage of Boise's location in the Intermountain West. Foothills places a high value on maintaining a collegial and collaborative atmosphere among faculty members. There is an expectation of continuous growth and improvement for all faculty and support for professional development inside and outside the school.

3rd and 4th Grade Elementary Teacher

Foothills School of Arts and Sciences seeks a collaborative and experienced educator as full-time lead teacher in the 3rd and 4th grade combined classroom (known as the 3-4 dyad) to begin in August 2021. Candidates should have experience teaching at the elementary school level and have knowledge of child development. The school seeks a professional who can promote self-esteem and growth in students, help establish a structured and positive classroom experience that encourages maximum growth and development for learners, and who exemplifies responsible and professional conduct. The 3-4 dyad teacher is responsible for helping students develop math, literacy, and social-emotional skills as well as leading several arts-integrated, project-based units each year. The school seeks candidates who are dedicated to working with elementary-aged students and who work well in a collaborative professional setting. Other duties include communication with parents, narrative student evaluations, urban outdoor supervision, and participation in planning meetings with the 3-4 dyad co-teacher and other teachers.

Specific responsibilities

- Design and implement project-based curriculum in collaboration with 3-4 dyad co-teacher and arts teachers

- Lead instruction in math, literacy, and social-emotional learning
- Assess and document student growth
- Conduct daily recess and periodic field trips and “Lunch Out” in the neighborhood surrounding our downtown school
- Prepare periodic written narrative and portfolio evaluations
- Collaborate on curriculum planning on an ongoing basis
- Participate in faculty meetings on a weekly basis, committee work as needed
- File all required student and administrative records (e.g. EPP, attendance, accident reports)
- Participate in professional development activities, including faculty in-service and curriculum planning days
- Supervise snack and lunch in the classroom on a daily basis
- Ensure safety of students in accordance with school policies
- Communicate with parents as needed and via a weekly newsletter
- Attend all contracted school functions

Desired Qualifications and Skills

3-4 Dyad Teacher

- Minimum two years classroom teaching experience with children in Kindergarten (or preschool, first grade)
- Bachelor’s degree in elementary education or related field
- Experience designing integrated/inquiry-based curriculum
- Must have a positive image of children and families and a desire to work collaboratively with them
- Demonstrates an ability to design curriculum to meet a wide range of learning needs
- Proficiency in operating computer programs such as word processing, Google Drive, Gmail, and the iPad

General Qualifications and Skills

- Commitment to school’s mission, values, and vision
- Excellent interpersonal and communication skills (verbal and written)
- Ability to think ahead and plan for effective instruction
- Ability to organize and manage multiple priorities
- Cultural competence, the ability to work with individuals from diverse backgrounds and identities

Personal Qualities

- Commitment to professionalism and excellence
- Commitment to continuous growth and improvement
- Organized and able to manage multiple tasks
- Socially conscious, wants to make a difference in the world

- Sense of humor, engaging, optimistic
- Student-centered
- Effective communicator, orally and in writing
- Collaborative, flexible
- Creative and passionate
- Accessible, approachable

Foothills School of Arts and Sciences is an equal opportunity employer.

Non-discrimination Policy: Foothills School of Arts and Sciences does not discriminate on a basis of age, race, religion, national or ethnic origin, gender, sexual orientation, disability, or other classifications protected by law, in all of its operations.

To apply for this position, please email a cover letter and resume to:

Nick Cofod

ncofod@foothillsschool.org

Foothills School of Arts and Sciences

Mission

At Foothills School of Arts and Sciences, we ignite a passion for learning through a progressive approach to education. In this vibrant learning community, education is an active and collaborative experience. Through a challenging inquiry based curriculum, Foothills students explore their ideas and develop curiosity, creativity, critical thinking, and confidence. Embracing each individual's unique strengths and contributions, we guide children to know themselves and to understand their role in a global community.

Values

To empower our students, we value:

- Individuality - respecting students' unique strengths, talents and challenges
- Creativity - inspiring expression, curiosity and critical thinking
- Community - promoting communication, cooperation and collaboration

Diversity Statement

Foothills School believes that a diverse school community is essential to education and that such a community includes a spectrum of differences in race, religion, national or ethnic origin, gender, sexual orientation, socioeconomic status, age, and learning style. To this end, Foothills' admissions and hiring practices strive to recruit, enroll/hire, and retain as diverse a population as is feasible in the community.

Foothills School believes that each student, parent, staff member and visitor is entitled to an equitable and safe environment, which promotes acceptance and appreciation of oneself as well as others. The school creates an environment where individuals feel included, respected, and able to express their opinions while at the same time learning from others' perspectives. In addition, we believe that a diverse environment develops in students the skills and attitudes they need to understand each other and to act with justice and compassion - skills that will prepare our students for our diverse world.