



## **7-9th Grade English and History 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.

### **7-9th Grade English and History Teacher**

Foothills School of Arts and Sciences seeks a collaborative and experienced educator as full-time teacher of 7-9th grade English and history. Candidates should have experience teaching at the Junior High School level and have knowledge of adolescent development. The school seeks an inspirational professional who can promote confidence in students, help establish a structured and positive classroom experience that encourages maximum growth and development for learners, and who exemplifies a high standard of responsibility and professionalism. The position involves teaching U.S. history with three sections of mixed-grade students and teaching English language arts to one group each of 7th, 8th, and 9th graders in a Socratic seminar-based format. The school seeks candidates who are dedicated to working with Junior High-aged students and who work well in a collaborative professional setting. Other duties include 7-8th grade advisory, communication with parents, narrative student evaluations, urban outdoor supervision, and participation in planning meetings with other teachers.

### **Specific responsibilities**

- English Language Arts
  - Guide students in writing essays that explore their own questions on the literature they have read

- In a Socratic Seminar format, discuss novels, short stories, and poetry with close attention to language and how it works to create meaning
- Teach short story writing
- Review the importance of structure and mechanics in writing
- Encourage students to develop thought-provoking questions about each reading; use these questions as springboards for developing new understandings
- Inspire students to love reading and writing
- U.S. History
  - Teach a three-year rotation of history: Beginnings and the American Revolution; The Civil War up to WWI; and WWI up to the present
  - Use debate to help students explore issues in greater depth and develop a greater awareness of multiple perspectives
  - Make connections between the past and events unfolding today
  - Guide students in developing their own research projects in areas of interest and help them develop confidence in presenting their findings to their peers
- Assess and document student growth
- 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
- Participate in professional development activities, including faculty in-service and curriculum planning days
- Supervise snack and lunch regularly during the week
- 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**

### **English and History Teacher**

- Minimum two years classroom teaching experience with children in Junior High School
- Bachelor's degree in related field
- Experience designing integrated/inquiry-based curriculum
- Must have a positive image of adolescents 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, and a commitment to a diverse and inclusive curriculum

### **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](mailto:ncofod@foothillsschool.org)

## **Foothills School of Arts and Sciences**

### Vision

To provide a *transformative* progressive education.

### 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.

### Foothills Programmatic Pillars

The Pillars, and programs associated with them, support the implementation of our vision and mission. They describe defining features of our program and will serve as a guide when developing new programming.

#### Curiosity and Critical Thinking:

We foster curiosity and invite inquiry by providing space for students to pose questions and follow their interests. We believe the experiential and hands-on nature of project based learning is the best way to nurture a love of learning, prepare for future challenges, and develop meaningful and relevant connections among subjects.

#### Personalized and Student-Centered Learning

We know our students as individuals, support their unique paths, and personalize their education so they develop into their best selves. We believe that fostering deep, safe connections between students and teachers encourages authentic self-expression, increased engagement, and better learning outcomes.

#### Community and Citizenship:

We cultivate empathy, compassion, and advocacy by weaving social and emotional learning and mindfulness into our curriculum and daily interactions. We encourage students to take initiative as caring citizens of both our school community and the larger global community.

#### The Arts and Sciences

We believe the study of the arts and sciences is essential to understanding the world we live in and our place within it. Through our math, science, visual and performing arts, literacy, Spanish, and humanities programs, we integrate all four pillars to provide a comprehensive and challenging academic program.

#### 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.