

Job Description

Job title/Position: Upper Primary School Teacher (G2 - 5)

School: Primary School

Direct Supervisor: Primary School Principal

Position Overview

The Upper Primary Teacher oversees the IBPYP curriculum, instruction and assessment of the cognitive, aesthetic and social/emotional development of the students for the specified grade level. The Primary Teacher reports directly to the Primary School Principal. The Primary Teacher works collaboratively with grade level team members: Co-Teachers, Teachers, Class and Single-subject teachers, Team Leaders and the Leadership Team to effectively implement the IBPYP and strives to ensure that the curriculum and interactions meet the needs of all students in line with the mission, vision and values of the school.

Qualifications and Experience

The Upper Primary Teacher should have:

- Current teaching certification (appropriate to age level)
- A minimum of an undergraduate degree in Elementary Education
- Previous Primary/Elementary teaching experience
- Ability to communicate well with others
- Positive attitude
- An ability to multi-task
- Ability to participate in and establish collaborative structures
- Deep understanding of Primary/Elementary students and their needs
- A proven ability to differentiate instruction and integrate

Preferred Skills and Experience

- Proven ability to work in a multi-cultural environment
- Recent and relevant professional development
- Experience in and understanding of IBPYP

Upper Primary Teacher Responsibilities for Grade 2

In teaching G2 content, teachers strive to develop the whole child—academically, interpersonally, physically, and emotionally. Students remain with the same teacher for language arts, math, social studies, science, and health. Specialists instruct the students in music, Mandarin, physical education, visual arts, and library. Information Technology is integrated into all areas of the curriculum through the support of an IT coordinator. A balanced literacy program is followed, supported by the Bonnie Campbell Hill reading and writing continuums. Mathematics and Science are equally developed so that the child has a greater understanding of their environment. Recognition and calculation for basic mathematical terms are focused and an early introduction to geometric and science are presented along with a strong social science base. Thematic units are used so that a cultural connection can be made and a greater understanding of geographic and economic differences in our world can be investigated.

Upper Primary Teacher Responsibilities for Grade 3

In teaching G3 content, teachers strive to develop the whole child—academically, interpersonally, physically, and emotionally. Students remain with the same teacher for language arts, math, social studies, science, and health. Specialists instruct the students in music, Mandarin, physical education, visual arts, and library. Information Technology is integrated into all areas of the curriculum through the support of an IT coordinator. A balanced literacy program is followed, supported by the Bonnie Campbell Hill reading and writing continuums. Math studies include place value through hundred thousands, advanced addition and subtraction; beginning multiplication and division; basic fractions; basic geometry and algebra; problem solving; graphing; and calculator use. Social Studies and Science are taught through Units of Inquiry within the PYP framework.

Upper Primary Teacher Responsibilities for Grade 4

In teaching fourth grade content, teachers strive to develop the whole child—academically, interpersonally, physically, and emotionally. Students remain with the same teacher for language arts, math, social studies, science, and health. Specialists instruct the students in music, Mandarin, physical education, visual arts, and library. Information Technology is integrated into all areas of the curriculum through the support of an IT coordinator. A balanced literacy program is followed, supported by the Bonnie Campbell Hill reading and writing continuums. In Math, various problem-solving strategies are taught, in addition to a review of advanced subtraction, addition, multiplication and division. Fractions and decimals are also introduced. Social Studies and Science are taught through Units of Inquiry within the PYP framework.

Upper Primary Teacher Responsibilities for Grade 5

In teaching fifth grade content, teachers strive to develop the whole child—academically, interpersonally, physically, and emotionally. Students remain with the same teacher for language arts, math, social studies, science, and health. Specialists instruct the students in music, Mandarin, physical education, visual arts, and library. Information Technology is integrated into all areas of the curriculum through the support of an IT coordinator. A balanced literacy program is followed, supported by the Bonnie Campbell Hill reading and writing continuums. In Mathematics students learn number values, geometry, statistics and probability, and also introduced to pre-algebra. The further development of problem solving skills is emphasized. Social Studies and Science are taught through Units of Inquiry within the PYP framework.

General Teaching Responsibilities

In addition to the grade level expectations, teachers at HKA are welcomed into a collegial and collaborative working environment. In support of this, teachers are expected to:

- Communicate and liaise on a regular basis with fellow team department/grade members with regards to planning, assessment, parent and community contact, subject organization and classroom issues such including discipline, expectations and routines
- Communicate and liaise with other school colleagues in an effort to promote and establish integrative links and/or awareness

- Take an active role in behavioural management and pastoral care of class and homeroom groups
- Attend and constructively contribute in staff meetings
- Assist in supervision of student breaks
- Coordinate class activities as deemed necessary
- Maintain up-to-date records of assessment, attendance, planning, reports, conferences, and communication with parents
- Establish links with your parent community to ensure that parents are kept well informed about student progress
- Report student progress to parent community through semester narrative progress reports, semester parent conferences, and portfolio development
- Assist, as required, in the development of curricular materials
- Act as a resource/contact/support for new staff members (i.e. curriculum, schedules, procedures)
- Participate in at least 12 hours of co-curricular activities per year
- Participate in and assist with school events as required
- Continue own professional development through conference attendance, seminars, network meetings, journals, etc.
- Other duties as assigned by Supervisor

School Hours

7:45 a.m. to 3:45 p.m. Monday to Friday. Classes meet 8:00 a.m. to 3:10 p.m. With the exception of Wednesday with the early dismissal of all students to enable teachers to engage in professional and curriculum development from 1:30 p.m. to 4:45 p.m.

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January 2021