



John Rex Middle School Teacher 5th-8th

Job Summary:

Teaching at John Rex Charter School will be unlike teaching in a traditional environment. Our teachers will know the individual strengths and growth areas for each student. We will **empower students to own their learning**. JRMS teachers will **deeply understand student data** and determine what group and individual supports are needed for their students to move forward on complex authentic projects. This planning requires teachers to consider not only how students are integrating content information into their projects, but also how they are applying **cognitive skills** (e.g. hypothesizing) that stretch across all content areas and the **habits of success** (e.g. perseverance) that allow them to prepare for the world beyond the classroom. JRCS 6th grade teachers will be sensitive to the diverse demographics of the community. As a teacher, this will require being culturally responsive and creating equitable learning pathways for all students.

JRMS teachers will use Summit Learning emphasizing personalized, relevant, engaging, and challenging curriculum focused on discovery and inquiry through real-world application. Personal characteristics necessary for the position include: high energy and enthusiasm for quality public charter schools and urban education; organization and initiative; warmth and a good sense of humor; collaborative nature and consensus-building skills; patience and persistence; and excellent communication skills. JRCS 6th grade teachers will not see themselves as disseminators of knowledge but instead as **facilitators, coaches, or mentors** to their students.

What you will do:

- A student's school day is 7:45am to 3:15pm on Monday, Tuesday, Thursday, and Friday and 7:45am-1:45pm every Wednesday (early dismissal for teachers to collaboratively plan as a team).
- **Project Time:** Teach one course for the entire grade (e.g. 6th Grade Math).
- **Interventions and Personalized Learning Time:** Facilitate daily literacy or math interventions and personalized learning time. During this time, teachers provide student support, monitor progress, and check-in with individuals or groups of students.
- **Mentor Time:** Mentor students weekly in one-on-one meetings. Mentors coach and advocate for their mentees both inside and outside of the classroom, get to know them deeply, and strive to support them as they develop their sense of purpose and become self-directed learners.
- **Professional Development:** Each Wednesday afternoon, teachers will have after-school meetings where the faculty collaborates as a grade-level team and professional development takes place.
- Teachers will also participate in occasional back-to-school nights, open houses, or other community events after school hours.
- Maintain a climate of mutual respect, safety, and order that is conducive to learning.
- Develop and maintain positive relationships between home-school and with our downtown partnerships.
- Provide frequent monitoring of student progress data including analysis and interpretation with appropriate goal setting and reflective responses seeking continual improvement and high expectations for all students
- Provide frequent communication with parents/guardians for purposes of advocacy, education, general information sharing and feedback to ensure student success.

What you need:

- Commitment to **uphold John Rex's** educational philosophy, school mission, vision, and values including programs and initiatives.
- **Teaching credential** in Oklahoma in appropriate grade or content area.
- **Bachelor's degree** (a Master's Degree in Education is preferred, but not required).
- Clean **background** check from the SDE.
- **Teaching experience** Prior successful experience in a high performing urban school setting will be preferred, as well as teaching in a personalized learning environment.

Who you are:

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You're deeply **dedicated to social justice** and feel motivated by the challenge and impact of teaching in a diverse/inclusive community and working to close the achievement gap.
- You **believe in every student** and can maintain and reinforce John Rex's graduated discipline process, recognizing that student growth in all areas—academic, behavioral and community—are an investment and part of the work.
- You **facilitate learning experiences** using a variety of methods: project-based learning, direct instruction, small group and individual tasks, formative and summative assessment, direct teacher academic feedback, public presentations, often in collaboration with our business partners and other relevant community organizations.
- You're **passionate about serving as a mentor** and advocate for a small group of students that you'll follow year to year.
- You are **empathetic and culturally competent**. You design and implement social and emotional learning experiences and support in all courses, and you're open to having hard conversations.
- You thrive in **innovative** environments and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You are a **leader** and actively participate as a member of weekly faculty meetings.
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset for yourself and others.
- You **thrive while collaborating** and are excited to work with colleagues to maintain academic integrity of planned lessons and learning experiences for students. You find positivity in shared successes.
- You use **data** to track and provide updates on student achievement to faculty, directors and families.
- You're **excited to learn Summit's technology platforms**.
- You have high energy and enthusiasm for quality public charter schools and urban education and demonstrate organization and initiative; warmth and a good sense of humor; collaborative nature and consensus-building skills; patience and persistence; and excellent communication skills.

How you are evaluated:

- Performance of this job will be evaluated both informally and formally multiple times per year by the Head of School, or designees, utilizing the TAP System of Teacher and Student Achievement for core instructional delivery. With assistance from administration and colleagues, teachers will develop expertise through creating, completing, and maintaining an Individual Growth Plan (IGP).

Qualification requirements:

- To perform this job successfully, an individual must be able to perform each essential duty proficiently. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other skills:

- Ability to read, analyze and interpret general professional journals, technical procedures, and/or government regulations.
- Ability to write reports and correspondences as may be appropriate to teaching staff in general.
- Ability to effectively present information and respond to questions in one-on-one and small group situations to students, parents, teachers, staff and the general public. Bilingual (Spanish) is desirable.
- Ability to define problems, collect data, establish facts and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in mathematical and diagram form and deal with several abstract and concrete variables.
- Ability to use computer and computer related programs and other technologies needed to perform essential job functions.
- Ability to apply knowledge and current educational related research and theory.
- Ability to establish and maintain effective working relationships with students, staff, and the community.
- Ability to organize and chair or facilitate committees and meetings.
- Ability to communicate clearly and concisely both in oral and written form.
- Ability to perform duties and awareness of all school requirements and Board of Directors policies.

Physical demands:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is regularly required to stand, walk, sit and talk or hear.
- The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch or crawl.
- The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision and depth perception.

Work environment:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee regularly works inside but may also include outdoor education activities and events in the Myriad Botanical Gardens.
- The noise level in the work environment is quiet to loud depending on the activities in the particular part of the day and location.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Individuals currently holding this position may perform additional duties and additional duties may be assigned.