



Position Title: Humanities Faculty

Division: Upper School

Position Status: Full-time, Exempt

Supervisor's Name and Title: Jenny Kroncke, Head of Upper School

Position Summary:

Lancaster Country Day School seeks an experienced humanities teacher for full-time employment starting Monday August 14, 2017. We look for an educator who can effectively teach in our two-year integrated Humanities curriculum, which studies essential texts and the history of Europe and Asia from the ancient world to the 20th century. The position requires teaching two sections of either 9th grade World Civilizations I (Ancient World through Middle Ages in Europe, Asia, Africa and the Americas) or 10th grade of World Civilizations II (Renaissance to the 20th century in Europe and Asia) and one section of English or history. The candidate will need to demonstrate the ability to teach history as well as literature and the writing process. Most importantly, we seek a team player who wishes to be part of a vibrant learning community and engages students in positive ways. Lancaster Country Day School supports the active engagement of students, the use of technology, and faculty professional development.

Requirements:

- Bachelor's degree in history, English, or related humanities area (master's degree preferred).
- Experience in interdisciplinary teaching and/or arts integration also preferred.
- At least three years teaching experience preferred.
- Desire to be part of building and maintaining a positive and healthy whole-school culture and community.
- Ability and desire to prepare all students for entrance into an appropriate college or university.

Responsibilities:

- Teaches two sections of World Civilizations I or II (English and history double-blocked course) and one additional history or English course.
- Works collaboratively with humanities, English, and history faculty to further enhance and ensure consistent delivery of curriculum, instruction, and assessment.
- Maintains the interdisciplinary character of the Humanities courses while still meeting the discipline-specific objectives of English (writing instruction, literary analysis, grammar, etc.) and history (primary source analysis, models and patterns, awareness of historiography, content knowledge, etc.), as determined by each of those departments.
- Organizes classroom systems/procedures and manage student behavior by encouraging all students to be fully engaged in learning.
- Establishes a culture of high expectations within a supportive environment for all students.
- Assesses students regularly through both formative and summative assessments, ensuring consistency between and among teachers of the same subject matter.
- Gives students and their families ongoing feedback of progress posted on the school's learning management system (CORE).

- Demonstrates clear concern for each student as a learner and scaffolds instruction in a way that encourages students to reach their potential.
- Examines student assessment data and refines classroom activities to differentiate instruction.
- Collaborates closely with other faculty members (departmental, grade-level, and school-wide) to align curriculum across subjects, to improve one's own and others' instructional practices, and to share best practices.
- Collaborates with and adheres to the recommendations of the Upper School learning specialist; cooperates with the Academic Learning Lab.
- Integrates 1-1 technology into courses.
- Provides students and their families with regular and timely information on classroom activities and student progress.
- Tracks critical student information and maintains accurate student records, including attendance.
- Participates actively in professional development activities.
- Leads a student advisory group of approximately 7-10 Upper School students.
- Participates actively in the life of the school
- Performs other related duties as required and assigned.
- Advises and/or coaches at least one extra-curricular or co-curricular student activity