SINGAPORE AMERICAN SCHOOL

CORE VALUES

COMPASSION FAIRNESS HONESTY RESPECT RESPONSIBILITY

MS SPANISH TEACHER

DIVISION
Middle School

DEPARTMENT
World Languages (Spanish)

HIRING MANAGER
Middle School Principal/
Director of World Languages

POSITION DESCRIPTION
Full Time (2 year initial contract)

SAFER RECRUITMENT POLICY

At Singapore American School, the safety and well-being of our students is our top priority. We are committed to safeguarding and promoting the welfare of children and young people, and we expect all educators and volunteers to share this commitment.

As part of our rigorous recruitment process, all applicants will undergo comprehensive background checks, including:

- Verification of identity and qualifications
- Professional and character references
- Extensive background screening checks, including but not limited to Criminal, Civil, and Social Media checks
- Any additional checks deemed appropriate to ensure the highest degree of due diligence is enacted to safeguard students

We ensure that our recruitment practices reflect our commitment to providing a safe and supportive environment for all our students. All successful candidates will be required to adhere to our school's safeguarding policies and procedures, and commitment and will receive ongoing training and support in child safeguarding.

DIVERSITY, EQUITY & INCLUSION

As a school, the diversity of our community is one of our greatest strengths. That diversity offers extraordinary learning opportunities for our students as well as opportunities to build lasting friendships and relationships across cultures, nationalities, and other aspects of identity. For our diversity to reach its full potential as a strength, it is important that our commitment to equity and inclusion for all members of our community be as strong as it is to diversity. Every student at SAS should feel valued, cared for, and included. Differences in culture, background, ability, identity, and perspective should be respected and celebrated; SAS has no place for racism or any other type of discrimination. It is only by creating a positive climate and inclusive culture that we will meet our vision to cultivate exceptional thinkers who are prepared for the future.

POSITION RESPONSIBILITIES

Middle School Educator Responsibilities

- Foster a sense of student belonging by cultivating joy and purpose throughout the Middle School.
- Cultivate a caring, culturally responsive learning community in Advisory and the classroom, considering students' physical, emotional, and intellectual well-being.
- Experience and/or demonstrated skills facilitating restorative conversations when supporting student behavior in the learning environment.
- Identify essential learning and use a planning framework with standards, learning targets, real-world issues, and a culturally responsive curriculum.
- Design quality formative, summative, and self-guided assessments that provide students with frequent feedback and communicate students' growth and achievement.
- Plan and implement engaging learning experiences that are collaborative, culturally responsive, and differentiated.
- Respond to learners' diverse needs using responsive, measurable, and research-informed interventions and extensions.
- Collaborate as a member of a Professional Learning Community (PLCs) that creates a supportive community, plans curriculum, gives and receives feedback with one another, and engages in professional learning and reflection.
- Actively engage in professional learning and growth through regular observation and feedback cycles with Professional Learning Community Coaches and Principals.
- Design and implement learning experiences in and beyond the classroom to prompt learners to question, investigate, create, and reflect.
- Experience with or interest in co-teaching in a flexible learning environment.
- Demonstrate an understanding of interdisciplinary teaching and learning.
- Integrate technology in innovative ways in daily instruction to enhance learning.
- Engage with students in meaningful activities beyond the classroom that extend student learning experiences (coaching, organizing field trips, sponsorship of clubs, events, overseas travel and/or community service projects, etc.).
- Strive for continuous self-improvement as a lifelong learner.
- Model the Core Values in your interactions with all members of the school community.
- Lead and engage with students in meaningful activities beyond the learning spaces, which extend learning experiences for students (supervision, overnight Classroom Without Walls trips, sports coaching, field trips, sponsorship of clubs, events, TRi Time, community service projects, etc.)
- Connect with and be available to parents and students during and outside of school hours (in person and via email communication)

Role-Specific Responsibilities

- Use the ACTFL proficiency approach to plan, teach, and assess student learning.
- Foster language proficiency by nurturing and sustaining curiosity around cultural competency, conceptual understanding, transferable skills, and student agency.
- Engage in professional learning and collaboration, integrating cultural content to give students meaningful insights into the target culture.

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POSITION REQUIREMENTS & QUALIFICATIONS

- Bachelor's Degree in a relevant field
- Master's Degree in a relevant field preferred
- Teaching license or a degree in education
- At least two years of full-time teaching experience preferred
- ACTFL proficiency-based approach
- Standards-based curriculum experience preferred
- Excellent verbal and written English language skills
- Confident technology skills for teaching and administrative tasks

WORKING REQUIREMENTS

- Sponsoring and/or coaching after-school activities are part of the responsibility of the professional educator. Therefore, faculty shall be available to coach and/or sponsor an athletic team or other extracurricular activity. Each faculty member is expected to do a minimum of one Category 1 activity or sport per year.
- Required attendance at school professional learning days
- Chaperone and participate in evening and/or weekend school activities each year, as assigned (including "Back-to-School Night").