



## CO-LEAD MONTESSORI PRIMARY TEACHER

### Job Description

Clementine Montessori is a small school nestled in Center City Philadelphia. Our mission is to nurture a community of learning, kindness, and independence amongst our students. It is the school's objective to create a safe, engaging, and inspired learning environment grounded in the philosophy of Dr. Maria Montessori. We strive to build a diverse community of learners and recognize the uniqueness of each child.

Clementine's Co-lead Montessori Primary Teachers works closely with their classroom's co-lead teacher as well as with the other members of the Clementine Team to support the mission and vision of the school by providing an instructional program that supports the individual needs of the children in accordance with the school's mission and vision.

The following are requirements of prospective candidates:

- Holds an AMS, AMI or MACTE Montessori Credential for Early Childhood Level (2 1/2 - 6) or entering the internship year of Montessori training.
- Have a minimum of 3 years' experience teaching in a Montessori classroom.
- Has experience communicating, orally and in writing, to parents.
- Is in alignment with school's mission and vision statements.
- Has received COVID vaccination and booster.

The following experiences would be preferable but are not required:

- Has earned a Master's degree.
- Has experience with Zoom and other on-line applications.

This is a ten-month full time exempt position with full benefits. The daily hours are from 7:30AM to 3:30PM with forty-five minutes for lunch. Co-lead teachers report directly to the HoS.

#### The Co-Lead Teacher

- Understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community.
- Provides an instructional program that supports the individual needs of the children in accordance with the school's mission and vision.

#### A. Planning, Preparation and Instruction

1. Use Montessori curriculum and supporting instructional practices to develop materials and lessons to meet the needs of both the group and individual students.
2. Follow the child by adapting instruction to meet the unique learning needs of each child, including children with identified special needs.
3. Record observations and evidence of children's growth and development in Transparent Classroom on a daily or weekly basis.
4. Interpret and use observations to inform instructional decisions for individual students.
5. Empower children to take ownership of their learning, developing their individual interests through projects, independent studies, research, and/or independent work choices.



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6. Provide a classroom atmosphere where children work collaboratively and independently.
7. Ask questions that support the development of critical, independent, and creative thinking.
8. Allow time for reflection by children about their work and learning both individually and with the group.

#### B. Classroom Environment/Management

1. Prepare an environment in which the furnishings and materials correspond to the needs of the group and evolve as the needs of the group do throughout the year.
2. Maintain a clean, orderly, and attractive environment, including the care and maintenance of classroom materials and equipment.
3. Create a safe, secure, learning environment by showing appreciation and respect for the individual differences and unique needs of each member of the learning community.
4. Model and teach conflict resolution and problem solving strategies in the classroom.
5. Be consistent and clear with logical consequences to help children to manage issues.
6. Foster a classroom community that provides continuity in rules and expectations for behavior similar to those developed across all classrooms.
7. Supervise children at all times during class in a proactive manner.

#### C. Communication

1. Be responsive, respectful, and courteous in all communications in the school community.
2. Communicate to others with a professional manner that supports an understanding of the school's program and develops positive relationships within the school community.
3. Proactively address and communicate issues of concern to fellow teachers and Head of School including discipline concerns, family concerns, etc.
4. Protect the privacy/confidentiality of each student and family in the school community.
5. Establish a positive relationship with co-teacher and maintain regular communication with regard to a child's specific needs.
6. Be available to communicate with parents throughout the school year to share and discuss any concerns in regard to their child's specific needs.
7. Respond to parents, staff, and others seeking information with a timely response.
8. Communicate about classroom happenings through the weekly classroom newsletters in Mail Chimp and on Seesaw.
9. Participate in parent programs that help nurture an understanding of their classroom curriculum and philosophy.
10. Complete Progress Reports and narratives twice a year in a timely manner and according to school's schedule.
11. Assist in the development of and participate in school functions, including but not limited to Open Houses, Parent Education opportunities, and family events.



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#### D. Professional Responsibility

1. Continually reflect on and refine classroom practice.
2. Collaborate in professional growth with members of the school community.
3. Read journals, books, articles to support your teaching in your classroom.
4. Attend and contribute to meetings, discussion groups, committees, etc.
5. Adhere to guidelines and policies as established in the employee handbook.
6. Seek opportunities for professional growth and at a minimum obtain the annual professional development hours required by the PA Department of Human Services (12 hours).