

Most Holy Trinity School Full Time Elementary School Transitional Kindergarten Teacher Job Descriptions

Full time Elementary School Transitional Kindergarten Teacher position is open for the 2020-2021 school year.

Introduction

Most Holy Trinity School (MHT) is looking for a dedicated early elementary educator to help lead the continued re-creation of our school. At MHT, we lead with love, which means that community is at the heart of what we do. We are also part of the Ignatian Elementary Schools Network, which means we are committed to:

Serving the poor, praying the Examen and developing Ignatian Spirituality, continuing the Jesuit tradition of becoming intellectually competent, and developing & sustaining inclusive communities, all within the challenges of the modern world.

Since the founding of the school in 1965, Most Holy Trinity School has faithfully served Eastside San José by providing a loving, Catholic education grounded in the Ignatian tradition. We are part of Most Holy Trinity Parish on Cunningham Avenue and primarily serve East San José students. We seek to achieve educational equity through commitment to inclusive, innovative teaching and learning.

Mission Statement

Most Holy Trinity School, a diverse Catholic Community, provides students with an excellent education and a joyful prayer life. We empower students to become lifelong learners who strive to reach their full potential as responsible citizens.

Vision for Students

MHT School students are future ready (high school, college, and career), are proficient in 21st Century skills (critical thinking, media literacy, communication, etc.), and possess a growth mindset. They are honest, responsible, empathetic, and compassionate.

Vision for Teachers

MHT teachers will consistently work as a team to model and help all students reach the characteristics of the school's Vision Statements: honest, responsible, empathetic, and compassionate. This includes:

- Personally modeling and simultaneously empowering students to live out our Ignatian values of faith, service, academic excellence, and commitment to social justice.
- Instilling in students the growth mindset of the harder you work, the more your intelligence grows.
- Promoting and assessing student ownership of learning by developing students' self-discipline, study skills, persistence, and delayed gratification.
- Fostering a classroom culture of honesty, responsibility, empathy, and compassion.
- Developing meaningful opportunities in class for student leadership and growth of self confidence.
- Incorporating authentic literacy daily by structuring high quality opportunities for students to build reading and writing skills.
- Creating opportunities for students to utilize complex reasoning strategies and problem-solving skills.
- Consistently joyous and positive, adapting to the student and institutional needs with openness.
- Modeling and teaching healthy lifestyles.
- Teaching key content knowledge for given subjects.

Specific Job Responsibilities

Instructional Practice & Student Development

- Plan for instruction of assigned course(s) by developing annual, unit, and lesson plans aligned with Common Core State Standards curriculum, the California Preschool Learning Foundations, and the individual needs of their students.
- Set high expectations for student development and ensure all students develop grade-level proficiency to prepare for success in elementary school, high school, college, and career.
- Design a comprehensive program to support academic, social, emotional, spiritual, physical, moral, and character development of every student. Promote student development of the whole person — mind, body, and spirit.
- Identify and remediate subject matter in which students require additional support. Identify and provide extension activities for students who are ready to progress.
- Develop interim benchmarks and assessments linked to course standards and work with other faculty and administrators to analyze results and refocus instruction based on student needs.
- Differentiate instruction to allow students with differing learning styles to access course content.
- Utilize classroom technology to engage students' learning.

Leadership and Collaboration

All teachers are expected to participate in the following:

- Understand and appreciate the developmental and educational benefits of the school's relationship with the Parish, the Jesuit Pastor, and the Jesuit Associate Pastors.
- Provide feedback and support to student engagement and support committees and counseling team to identify and support students who are struggling behaviorally or emotionally.
- Participate in grade-span PLC meetings to coordinate curriculum and pedagogy for particular development levels and better understand student needs.
- Communicate regularly with parents/families to share academic progress and develop a supportive home-school relationship.

Qualifications

- Teaching experience, preference with low-income student population
- Bachelor's degree, preference to a relevant Master's degree, Teaching Credential, and/or professional experience
- A valid CA teaching credential is required; however, if a candidate does not presently have a valid CA teaching credential they will be required to obtain one within a time period prescribed by the Diocese of San Jose;

Salary and Compensation

- \$50,000-\$70,000 yearly pay, contingent on experience and educational attainment
- This position is not eligible for benefits.

To Apply

Send resumé, cover letter, and a list of 3 references to douglas.hosking@dsj.org ASAP.

NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY

Most Holy Trinity School and all Catholic Schools in the Diocese of San Jose are mindful of their mission to be witnesses to the love of Christ for all, and admit students of any race, color, and nationality and/or ethnic origin of the rights, programs, and activities generally accorded or made available to students at the schools.

The Catholic Schools in the Diocese of San Jose do not unlawfully discriminate on the basis of race, color, and national or ethnic origin, age, sex or disability in the admission of students, the administration of educational policies, scholarship, and loan programs, and athletic and other school-administered programs. Likewise, Most Holy Trinity School and all the Catholic schools in the Diocese of San Jose do not discriminate against any applicant for employment on the basis of sex, age, disability, race color and national and/or ethnic origin. (California Catholic Conference, March 1994, revised January 1997)