



## GREENSBORO DAY SCHOOL

*Greensboro Day School's mission is to develop the intellectual, ethical, and interpersonal foundations students need to become constructive contributors to the world.*

# Substitute Lower School Teacher

### **REPORTS TO:**

Lower School Director

### **JOB CLASSIFICATION:**

Non-Exempt Position

### **JOB PURPOSE:**

The Substitute Lower School Teacher is a temporary position to provide continuity of instruction for students in Kindergarten - Grade 4 when the homeroom teacher or assistant teacher is absent. The Substitute Lower School Teacher may serve in the role of homeroom teacher or assistant teacher in the Lower School classroom. The Substitute Lower School Teacher is hired on a daily basis or for a limited term.

The Substitute Lower School Teacher will model the GDS Community Cornerstones of Respect, Kindness, Integrity, and Responsibility.

### **PRIMARY RESPONSIBILITIES:**

- Work collaboratively with the Lower School Director and grade level team members to deliver lesson plans
- Adhere to the designated curriculum
- Differentiate instruction to meet the needs of all students
- Manage the classroom with safety and security as the top priority
- Complete non-academic tasks as necessary (lunch duty, carpool, etc.).

### **ADDITIONAL RESPONSIBILITIES:**

- Perform other duties as assigned by the Head of School.

GDS Cultural Competencies (All Employees)	GDS Employee Skills (All Employees)
<ul style="list-style-type: none"> <li>● Human-Centered</li> <li>● Data-Informed</li> <li>● Empathetic</li> <li>● Collaborative</li> <li>● Professionalism</li> <li>● Technologically Fluent</li> <li>● Adaptable &amp; Growth Mindset</li> <li>● Inclusive</li> <li>● Productive conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>● Integrity</li> <li>● Welcoming</li> <li>● Respectful</li> <li>● Listens to Understand</li> <li>● Relationship-Focused</li> <li>● Student-Centered</li> <li>● Field Expertise</li> <li>● Coachable</li> <li>● Lifelong Learner</li> <li>● Kind</li> </ul>

Teacher Competencies
<ul style="list-style-type: none"> <li>● Kid Champion</li> <li>● Chief modeler of respect, responsibility, kindness &amp; integrity</li> <li>● Intellectually Curious</li> <li>● Lover of learning for self and students</li> <li>● Curriculum expert</li> <li>● Culturally competent</li> <li>● Proactive &amp; Effective Communicator</li> <li>● Reflective</li> <li>● Responsive</li> <li>● Patient</li> </ul>

Position Requirements
<ul style="list-style-type: none"> <li>● Bachelor's degree in education or a related academic field preferred</li> <li>● Classroom experience preferred</li> <li>● Understanding or experience in independent schools preferred</li> </ul>

### **Working Conditions**

Daily work requires supervising students both indoors and outdoors. Faculty are required to participate in regular safety drills, learn CPR, learn how to apply a tourniquet, provide basic first aid, administer epi-pens when needed, and be able to support other student-specific health-related needs. Some weekend, evening, or early morning work may be required from time to time.

### **Physical Requirements**

Teachers of young children must be able to assist them in toileting, hand washing, nose-blowing, etc. They must be able to move quickly and frequently from standing to sitting with ease, lift up to 50

pounds, and sit on small chairs and the floor. All teachers must be able to provide adequate supervision indoors and outdoors, and they must be able to ensure the safety of students during drills and emergencies that may arise from time to time. Exposure to loud sounds and high noise levels on a weekly basis.

### **Direct Reports**

There are no direct reports for substitute teachers.