



STEM Resident Teacher

Our training program emphasizes daily teaching, curriculum planning, and professional development. The NTI provides structured training for beginning teachers including lesson observations and feedback, meetings and workshops with the cohort, support from the Head Teacher, and total immersion in the school community. Resident Teachers are considered full-time faculty and an integral part of the teaching staff. At the close of the program, Resident Teachers are ready to lead their own classrooms.

Responsibilities:

- Collaborate with the Head Teacher to implement curriculum and manage the classroom
- Exercise sound judgment and decision-making
- Apply feedback to teaching practice
- Maintain established school procedures and a positive learning environment
- Collaborate with other grade level classroom teachers
- Perform other school related duties such as lunch and recess supervision
- Attend grade level, faculty, and professional growth meetings
- Report to the Director of Teacher Development and Strategic Initiatives

Desired Qualifications:

- Bachelor's degree in a life science, physical science, or environmental science is required
- Experience working with children (informal or volunteer work is welcomed)
- Strong communication and collaboration skills
- Flexibility, adaptability, initiative
- Two-year, full-time commitment

We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a less traditional background. We would encourage you to apply, even if you don't believe you meet every one of our qualifications described.

Individuals with a strong interest in a STEM teaching career are encouraged to apply. Resident Teachers are paired with experienced Head Teachers for a rich learning experience. The STEM Resident Teacher will work in the Upper School with 5th and 6th graders.

For more information:

Click [here](#) for a full description of the New Teacher Institute.

Application Instructions:

[Please refer to these instructions to apply online.](#)

Town School for Boys ~ www.townschool.com

Since 1939, San Francisco's Town School for Boys has had a rich history as a school specializing in teaching boys. The school is also known for the Town School New Teacher Institute and its commitment to training teachers new to their craft. The school's goals include teaching boys to be good citizens, to enjoy their childhood, to develop a positive sense of self, to give back to their greater community, and to develop academic and intellectual skills which will serve them well through their lifetimes. The school prizes its growing diversity of background, religion, and race, as well as the diversity of interests which is so noteworthy in its student and alumni bodies. Located in San Francisco, Town School for Boys is a K-8 independent day school. Since its founding, Town School has been committed to providing the best possible education for boys and is recognized as one of California's leading independent elementary schools

Town School seeks faculty and staff that reflect the wide range of diversity in the San Francisco Bay Area. We embrace and support equal opportunity for all people and encourage candidates from a diversity of backgrounds to apply. Our school is committed to diversity, equity, and inclusion and we believe that all faculty and staff members are personally responsible for developing their own cultural competency.

Town School for Boys Mission

At Town School learning is prized, love of school is essential, and boyhood is celebrated.

Philosophy

As an all boys' school, Town provides a rich, challenging and rigorous educational experience that addresses the distinctive energy levels and developmental styles of boys. Town values being a diverse community that nurtures integrity, sensitivity and respect in its boys, and prepares them to become productive and contributing members of an ever-changing world.

Core Values

Respect: We respect ourselves and others.

- We treat others the way they want to be treated.
- We practice good listening, compassion and empathy.

Curiosity: We are curious.

- We ask questions, think critically and solve problems.
- We seek opportunities to reach our highest potential.

Belonging: We all belong.

- We embrace and celebrate each of our unique stories and experiences.

- We seek to ensure that every member of our community feels an equal sense of inclusion.

Integrity: We act with integrity.

- We have the courage to do the right thing even when nobody else is watching.
- We always try our best and when we fail, we try again.

Joy: We are joyful.

- We make space for play, fun and laughter.
- We know joy can be found in hard work, risk-taking and perseverance.

Statement of Teaching Philosophy

Our goal is for each boy to be engaged in an environment that weaves together collaboration, critical thinking, integrity, empathy, and creativity. These broad skills, as well as a firm grounding in core academic competencies, offer boys an excellent preparation for their further education. We promote social and emotional learning as a foundation of academic excellence and self-discovery. We prepare students to meet challenges in the world by helping them develop an appreciation for a variety of perspectives from the local to the global. We celebrate diversity by fostering a community of learners built on mutual respect. Learning experiences are inclusive, relevant, flexible, innovative, and adapted to reflect the needs of all kinds of learners. In our joyful, active, and collaborative school, boys flourish.

We achieve these goals through an authentic curriculum that originates in the classroom, travels through the halls, and extends into the world. Our teaching balances traditional methods with key student-centered approaches including inquiry, project-based learning, and teaching for understanding. We stay relevant and current through our testing of innovative, research-based approaches. We model a commitment to lifelong learning, and we hone our craft by pursuing professional development and sharing knowledge with one another.

Statement on Diversity, Inclusion, and Equity

Diversity, inclusion, and equity are essential core values of Town School. The best education for our students requires a diverse experience because a broad spectrum of ideas is essential for understanding different perspectives, challenging assumptions, and inspiring curiosity, to support critical and complex thinking.

We are committed to creating an inclusive and welcoming environment where each boy is free to be himself, and where boys are confident and secure in their own identities. We equip each boy with the tools to explore differences in experiences, background, beliefs and ideas. We seek to provide each student with the support and resources he needs to succeed and thrive at Town School.

A diverse and vibrant community is essential. To build and sustain such a community, we

reach out to enroll students and families from a broad range of socioeconomic backgrounds, cultures, races, religions, and sexual orientations, and we recruit and retain faculty, staff and administrators from the same broad range of backgrounds. We cultivate an environment where every member of the Town community senses they matter as a significant part of the life of the school. Only when each person feels valued and is engaged may the school and the individual achieve their full potential.

Non-Discrimination Policy

Town School for Boys admits students of any race, color, religion, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, scholarship programs, athletic and other school-administered programs.

At Town, salaries are one component of a compensation package that includes daily lunch, health & dental insurance, and life, AD & LTD insurance. Resident Teacher roles are full-time, paid positions. The First Year Resident Teacher salary is \$58,500 for 2025-26. Information for 2026-27 will be shared once it is available. Additional opportunities are available for supplemental income. Tuition assistance for credential and/or graduate school programs is also available. In addition to those factors, we believe in the importance of pay equity and consider internal equity with our current employees as a part of any final offer.