



Upper School French Teacher

When passion and impact come together, an institution becomes more than a place to work. As many of our teachers and staff will tell you, Flint Hill is a place where they are challenged and inspired, and yet it still feels like home.

At Flint Hill, we believe in redefining what educational excellence looks like. Always curious, every day, we ask questions like, “Imagine if?” and “What’s possible?” And we encourage our students to do the same.

Our teachers’ expertise and commitment to innovative teaching are complemented by a personal approach that emphasizes respect and communication.

With our rigorous academic program and extracurricular opportunities, Flint Hill students can do it all. We inspire our students to reach their greatest potential while maintaining balance and well-being. Our Upper School, grades 9-12, academic program is both challenging and supportive — allowing all students to be successful. We cultivate deep learning and encourage students to pursue all of their interests. We believe that learning led by curiosity inspires students to develop passion and purpose. Always innovating to set new standards of excellence, we don’t let resources or schedules limit our students’ experience. Our culture of support and inclusion allows students to feel welcome and connected from day one — whether they’re a lifer or transferring from another school. Preparing for college, our four full-time college counselors focus on truly getting to know students and guiding them to “right-fit” schools. Students graduate as confident self-advocates with the skills and maturity to excel in college and blaze their own trail in life.

The Upper School Language Teacher supports the experience of Flint Hill students and faculty and embraces [the mission, vision, and core values of the school](#), [the Flint Hill Statement of Institutional Equity and Inclusion](#) and [the Portrait of the Flint Hill Student](#).

The Upper School French Teacher is responsible for teaching the shared content and skilled-based French curricula. A full-time language teacher is expected to teach four classes, serve as an [advisor](#), and cover divisional duties as assigned. This Upper school teacher will contribute to the program in an additional way outside of teaching and advising.

The French teaching position necessitates a strong grasp of the language. Depending on the candidate's experience, they will instruct various proficiency levels.

The Upper School French Teacher collaborates with the relevant Department Chair, reports to the Upper School Division Director, and is a ten-month faculty position.

Teaching positions at Flint Hill are campus-based and as such this position requires teaching in person.

Responsibilities and Duties

- Works collaboratively with colleagues in the department and on the grade-level teams
- Implements the shared advisory curriculum
- Prepares daily and long-range lesson plans
- Creates engaging lessons to supplement the textbook
- Ability to develop and implement an authentic curriculum
- Offers additional help to students outside of class
- Assesses individual and group skills, using a variety of assessment tools
- Posts resources electronically and observes resource guidelines
- Keeps appropriate and accurate records in the school's learning management system
- Completes report cards and progress reports professionally and punctually
- Communicates constructively with parents
- Attends school meetings
- Participates in appropriate committee work within the school community
- Pursues professional development opportunities, both individually and collaboratively
- Responds to student issues by referral to school counseling and/or appropriate administrative staff
- Other duties as assigned

Preferred Qualifications:

An undergraduate degree in French, or a related field, a minimum of 2-4 years of experience teaching at the middle or upper school level; an advanced degree is preferred.

Experience using leading technologies such as Google Suite and Apple applications and products, training in Developmental Designs or other social-emotional curricula, fluency in Universal Design for Learning, and training and education in building and sustaining inclusive classrooms.