

**Secondary English Teacher  
Kamaile Academy  
(HSTA 10-month)**

**Summary:** Primary responsibility shall include, providing instruction to students in English courses and other related electives (i.e. workshop, senior project); Planning engaging lessons and high-quality assessments that address the curricula and state standards' learning objectives; Creating an inclusive and supportive learning environment to empower students to develop critical thinking skills, powerful communication, and other 21st century leadership skills; Inspiring and guiding students as either a middle or high school advisory/homeroom teacher; Working collaboratively with the administration, coaches, coordinators, as well as other teachers and support staff; Engaging in face-to-face community building, instructional events, field studies, and professional development as needed or directed.

**Major Duties:** Primary responsibility shall be the instruction of students. Instruction shall include student guidance, discipline, welfare, and safety as well as effective teaching of the assigned subjects. In addition, the teacher shall:

- Plan for student success based on assessed needs of individual students and the use of data to determine each student's current knowledge and skill level and to measure progress.
- Demonstrate empathy, rapport, objectivity, and listening skills. The teacher will work collaboratively with other teachers and support staff in addressing the needs of students.
- Regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.).
- Maintain and provide reasonable and meaningful student grading and evaluation and communicate such information to students and parents.
- Actively participate in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, the teacher will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.
- Be observant of the needs and challenges of students and will promptly report to an administrator or other designated person when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure.
- Assist in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.
- Establish a professional growth plan and annually review the plan and progress with the administrator.

**Minimum Qualifications:**

- A bachelor's or master's degree in English, History, Social Sciences, or Education.
- A minimum of three years of experience teaching a wide range of middle and/or high school Social Studies, Language Arts, or Humanities courses.

- Successful student teaching, intern teaching, or past experience.
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming.
- Ability to maintain acceptable student behavior.
- Ability to use appropriate assessment, instruction, and evaluation techniques.
- Ability to utilize effective practices to build a community of learners.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge of skills and strategies necessary to meet the diverse needs of students.
- Knowledge and skill in culturally responsive teaching and learning.
- Knowledge of the relationships between teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Commitment to participate in professional growth opportunities and reflection.
- Reliability in attendance, punctuality, and follow-through.

**Desired Qualifications:**

- A Hawaii State Teacher’s license is preferred but not mandatory.
- Successful completion of a teacher certification program at an accredited college or university.
- Successful completion of highly qualified (“HQ”) criteria including praxis requirements for subject area(s) taught.