Please refer to our school’s website ([www.amersol.edu.pe](http://www.amersol.edu.pe)) for an overview of Colegio Roosevelt and the community it serves.

**Description of the School:**

**Colegio Roosevelt** was established in 1946 to serve the expatriate and local communities of Peru. Our school is an IB World School with the Primary Years Program (PYP) in the elementary, Middle Years Program (MYP) in grades six through ten and the Diploma Program (DP) in grades 11 and 12. In addition to a rigorous and challenging academic program, our school offers a wide array of extracurricular and sports activities at all levels. We seek the best educators both locally and internationally. Our staff is currently comprised of 40% overseas and 60% local teachers.

**Mission:**

Our mission is to empower our students to pursue their passion for learning, lead lives of integrity and create socially responsible solutions.

**Vision:**

The school will provide an educational experience that:

- Is academically rigorous
- Enhances student learning through a diversity of teaching practices and styles
- Encourages independent thought, collaboration and artistic expression
- Offers choice in curricular and co-curricular activities
- Promotes environmental responsibility and social awareness
- Is competitive by international standards

For a community united by the English language

**Core Values:**

We believe that:

- Embracing diversity sustains and enriches life.
- Service develops the individual and builds community.
- Experience is the most profound source of learning.
- Each person has the potential to contribute.
- Individual integrity is fundamental to a healthy community.
- Choice empowers.
- Survival of humanity depends on the health of the environment.

**Secondary School (SS)**

The Secondary School (6-12) serves approximately 750 students. In keeping with the school mission, vision and the philosophy of the MYP and DP, our program is student-centered, inquiry-based, focused on an interdisciplinary and disciplinary approach that fosters internationalism and collaboration.
# JOB DESCRIPTION

## Essential Qualifications:

The candidate for this position MUST have:

- A Bachelor’s degree with an approved and valid teaching credential.
- Two years full time teaching experiences (Overseas Hires only).
- Near native English skills or be a Native English Speaker.

## Formal Expectations for Teachers

(Linked to FDR’s Teacher Performance Evaluation System)

All SS teachers are expected to:

- Plan effective learning engagements using the school’s curriculum, effective strategies, resources, and data to meet the needs of all students;
- Effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs;
- Systematically gather, analyze and use data to measure student progress, guide instruction, and provide timely feedback.
- Use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning; and
- Maintain a commitment to professional ethics, international mindedness, and the school’s mission; and take responsibility for and participate in professional growth that results in enhancement of student learning, such that their work results in acceptable and measurable student progress.

## Desired Qualities:

- Illustrates organizational and time-management skills.
- Demonstrates initiative and the ability to multi-task.
- Cooperative and collaborative establishing effective working relationships with staff, students, and parents.
- Effective Communicator, in English, both in written and oral form.
- Accepts and manages change effectively.
- Willingness to "think out of the box."
- Deals with conflict proactively.
- Openly accepts and considers different perspectives.
- Previous knowledge of the MYP/ DP programs

## Job specific:

The candidate for this position should have:

- Sensitivity to and understanding of diverse academic and cultural populations.
- Knowledge of processes and instruments to identify students in need of academic support
- The ability to collaborate constructively on a grade level team and with individual teachers (planning, development of interdisciplinary work, following student progress, etc.).
- An understanding of the Middle Years Program (MYP) and the developmental needs of students.
- Enthusiasm for working with adolescents.
- Willingness to be actively engaged in the development of curriculum, including differentiated instructional and assessment strategies.
- Creativity and initiative.
- Proficiency in technology applications (Office, Power School, etc.)
- Experience in the design, development and implementation of effective student support services and programs.
- Expertise in preparing and conducting in-service training for faculty to promote strategies for identifying and working with students’ strengths and needs.
- Excellent written and oral communication skills.
- Organizational skills to prepare and maintain accurate data, records, and files, including IEP's and written reports.