



Lower School Lead Teacher - First, Second, and Third Grade

Founded in 1973, Keys School is a two-campus, grades K through 8 independent school in Palo Alto that upholds high academic standards for students while also nurturing the whole child. Because Keys School holds the developmental needs of students at its core, the school maintains an exceptional curricular program that celebrates the life of the mind. A visit to either campus will find impassioned educators working to ensure that every student is seen, known, and valued in a supportive and dynamic learning environment; engaged, kind students who are critical thinkers, able problem solvers, and nimble learners and leaders; and the preservation of the magic of childhood through an educational program that promotes wonder, inspiration, inquiry, and exploration.

Today, Keys represents a collective of educators who support, learn, and act in partnership with marginalized communities, and is known for helping students to become compassionate and empathetic community members while developing the confidence to find their voice and advocate for themselves.

Keys School is searching for a **Lower School Lead Teacher**. The successful candidate will report to the Head of Lower School and will be responsible for designing a culturally responsive, interdisciplinary program grounded in diversity, equity, inclusion, and belonging. This educator cultivates an environment that provides students with a foundation for lifelong learning, the development of self-advocacy skills, and resilience while demonstrating empathy and compassion for others. This educator also is committed to collaborative, reflective practice that centers student authenticity and learning.

We are currently seeking teachers for first, second, and third grade.

REQUIRED QUALIFICATIONS

- Passion for working with elementary-aged children, with a solid commitment to the teaching profession and social and emotional learning
- Solid understanding and a clear value of children's social-emotional and academic developmental trajectories
- Respect for the life of the child
- The ability to foster strong student connections
- A commitment to advancing DEIB-informed, antiracist pedagogy to advocate for a diverse, equitable, and inclusive community

Lower School Lead Teacher - First, Second, and Third Grade

- Knowledge of curriculum standards and instructional strategies for elementary grade levels
- Facility with a wide array of thematic, student-centered, project-based pedagogy and assessment practices
- Flexibility in implementing educational programs in a variety of contexts (on-campus, hybrid, fully remote)
- Strong organizational, verbal, and written communication skills
- A commitment to continuous improvement, lifelong learning, and professional development
- Drive to be an active researcher of best pedagogical practices, innovative teaching methods, and assessment tools
- A growth mindset and value feedback as a tool for growth
- The ability and willingness to work in teams and collaborate extensively with colleagues, and work across differences (intellectually and socially)
- Consistent engagement in strong, respectful, and gracious interpersonal and professional communication
- Initiative, internal motivation, and a willingness to take on responsibilities beyond those explicitly defined
- Experience with differentiated instructional practices and/or a background in special education
- An educational ideology consistent with that of the school
- A sense of humor
- A Bachelor's Degree and completion of a teacher education/ associate teacher program

PREFERRED QUALIFICATIONS

- Master's degree in education or related field
- Five years of related professional experience
- Familiarity with the Singapore Math and Responsive Classroom approaches preferred
- Familiarity with remote learning technologies and practices preferred
- Experience interfacing with families and the larger school community
- A deep understanding of emotion science eg: Yale Center for Emotional Intelligence, Institute for Social-Emotional Learning, CASEL, Responsive Classroom, and/or Bank Street's ERP (Emotionally Responsive Practice).

Lower School Lead Teacher - First, Second, and Third Grade

- Experience with curricular mapping/scope and sequence development, with UbD / backward planning principles and PBL lesson planning a plus

PROFESSIONAL RESPONSIBILITIES

- Use classroom management approaches that develop intrinsic motivation, student agency, and self-reflection. Frame mistakes as opportunities to learn, while ensuring the safety, social-emotional learning, and well-being of all classroom community members
- Contextualize developmentally-appropriate classroom experiences around essential understandings, interdisciplinary integration, and antiracist pedagogy
- Integrate community resources and/or partnerships into learning experiences
- In collaboration with grade-level team and Assistant Head of Lower School, develop research- and skills-based yearlong and unit learning plans using the UbD framework
- Use a variety of formative and summative assessment data to differentiate instruction
- Leverage educational technology, including iOS, Seesaw, SMART Board, Zoom, and Google Workspace to design and implement learning experiences that can be deployed in-person and online
- In collaboration with the Lower School Technology Integrationist, judiciously incorporate 1:1 iPads/ MacBook Air devices and software into instruction
- Collaborate with specialists in Physical Education, Self-Science, Spanish and Mandarin World Language, Science, Music, Art, and Technology to develop integrated units of inquiry
- Actively engage in the school community by participating in faculty meetings, recess and lunch duties, and additional school events
- In collaboration with Assistant Head of Lower School, mentor and supervise assistant/ associate teachers
- Communicate about the classroom program and learning with families through face-to-face conversations, newsletters, emails, and other electronic communication
- Actively participate in professional development with a growth mindset and a healthy sense of humor
- Maintain professional collegial relationships that encourage sharing, planning, and working together toward enhanced instructional skills and student success
- Model positive behaviors for students and colleagues that align with the school's core values, emphasizing social and emotional skills



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- Monitor own beliefs and behavior to ensure that high expectations are held for all students regardless of socioeconomic status, race, gender, or other personal characteristics
- Engage in ongoing and essential work to foster a culture of respect, equity, belonging, and inclusion

Compensation is competitive and commensurate with education and experience. Health and retirement benefits, including TIAA-CREF, are part of the compensation package.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, the ability to adjust focus, and sound hearing. The ability to speak clearly and coherently is also necessary. On occasion, the employee is required to stand, walk, stoop, kneel, crouch, crawl, run, and/or jump.

TO APPLY, PLEASE PROVIDE THE FOLLOWING DIGITALLY:

Guided by its mission and respect for every child's life experience, the "Keys School challenges students to develop a keen intellect and a generous spirit, to advocate for themselves and others, and to honor curiosity and reflection in an increasingly hurried world." We look forward to the opportunity to learn more about your interest.

1. Cover letter addressed to Betsy Doss (she/her), Head of Lower School. The letter should describe your interest, experience, and commitment.
2. Statement of educational philosophy.
3. Curriculum vitae.
4. List of three references with contact information.

Email the above as attachments to jobs@keysschool.org.

Only electronic applications will be accepted. Thank you.



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Keys School is an Equal Opportunity Employer. Qualified applicants are considered for employment without regard to age, race, color, religion, gender, national origin, disability, orientation, or veteran status. For more information on the school, please visit keysschool.org