

CIS ELEMENTARY SCHOOL TEACHER - FRAMING the ROLE

Particulars

- This position is in the Elementary School

The CIS Mission

Our mission is to Connect / Inspire / Serve. (CIS) We are a positive community with passionate learners.

The CIS Community Principles

- **Kindness** - We value kindness. Our kindness is illustrated in all of our interactions: with our own children, with others' children, with families, with staff, and with administrators. How we communicate with each other is emblematic of our collective kind and caring spirit.
- **Partnership** - We are strongest when we work together, when we share ideas and resources, and when we partner with the greater Cayman community. A spirit of collaboration not only makes our community stronger, it makes students learning richer by connecting stakeholders in exciting and innovative ways.
- **Sustainability** - We take into consideration long-term impacts when making decisions. This applies to decisions about programming as well as to our personal and collective behavior. We live on an island with limited resources and our environmental stewardship is essential in keeping it viable and healthy for generations to come.
- **Good Intent** - We assume good intent. We trust that members of our community have what is best for one another at heart. We engage diverse perspectives with empathy and open-mindedness. We aim to be our best selves in all that we do.

The CIS Learning Principles

- **Language of Learning** - We understand that to make learning happen effectively and collectively we need a shared language that describes what learning is and how we do it.
- **Ownership of Learning** - We understand that we are all able to learn and ultimately responsible for our own learning.
- **Nature of Learning** - We understand that learning is emotional as well as cognitive and is both an individual and social experience.
- **Contexts of Learning** - We understand that learning transfer happens best in rich, relevant contexts.

Title / Role

- Teacher - Elementary School

Role Requirements

The successful candidate is required to have the following:

- Bachelor's degree in Education (Master's preferred) from an accredited university
- Valid teaching certificate/license from a country whose program is recognized by the Caymanian Government
- Minimum of three years of relevant successful teaching experience in Elementary School at an accredited school or school system with a US-based or International Baccalaureate Programme
- Proven track record of professionalism and excellence at current and previous places of service
- Specific experience and training with the following:
 - Experience with educational programming or school with a US-based curricular focus
 - Experience with Standards-Based assessment practices
 - Experience in Project-Based Learning or similar progressive pedagogy
 - Experience with inquiry-based learning and student-led approaches
 - Experience with Positive Discipline, Responsive Classroom or similar classroom management approach to social-emotional learning
 - Experience differentiating learning for all students using a UDL approach

Desired Attributes

- Flexible, Adaptable, and Open-Minded
- Approachable, Listener, and a Sense of Humour
- Dedicated and Energetic
- Display a generosity of spirit and commitment to personal, professional and organizational growth
- Effective communicator and team-oriented
- Contributor to afterschool programming
- Embodies CIS Community Principles

Reports to

- Elementary School Principal

Overview

The Elementary School Teacher is responsible for educating children holistically, guiding them in the process of becoming learners who understand important ideas, grow important skills, and who are guided by principles and values. Integrating curriculum into a rich, relevant context for learning, the teacher will be an integral member of a grade level team. Grade level teams work closely together and design interdisciplinary projects that are a central component of the Elementary School's learning program. The candidate must be passionate about their students' learning and their own.

See [Elementary Program Overview](#)

Sample of Duties and Responsibilities

- Effectively teach classes, as assigned within the grade level or cohort.
- Monitor, assess and report on learners' work and progress, in accordance with CIS policies and procedures on assessment and reporting
- Contribute to the development of inquiry-based curriculum (the production and ongoing review of units and/or schemes of work - including Interdisciplinary Units), ensuring both diversity and inclusivity are incorporated to student learning experiences
- Adopt differentiated strategies and monitor teaching and learning activities to ensure support for all individuals, working collaboratively with the Learning Support teacher and when applicable, co-teach alongside Learning Support teacher
- Intentionally embed service-learning into the curriculum
- Actively contribute to the curriculum/teaching team
- Be actively involved in school-related activities, such as concerts, sports events, graduation, etc. some of which may take place outside of the school day
- Play an active role in all aspects of the care of students, focusing on their social and emotional development. To include but not limited to:
 - Acting as a channel for communication between students, staff, and parents;
 - Supporting students with the development of organizational skills and study skills;
 - Conduct formative and summative assessments including observational assessment;
 - Upholding the expectations outlined in the Student Code of Conduct and dress code;
- Demonstrate and pursue excellence in teaching and best practices in education, including teaching and learning in technology integrated environment
- Keep professionally current on developments in the field of education, through reading and participating in in-service courses and workshops
- Carry out supervision duties
- Create a stimulating learning environment, including displays of student work

- Seek ways to take learning outside the classroom; identify opportunities and take advantage of resources to contextualize learning locally, and/or globally
- Set, communicate, and assess homework/formative work regularly in line with school and Elementary policy
- Identify and teach study skills/strategies that will develop students' ability to work independently
- Be fully aware of the health and safety policy and procedures and implement these in all aspects of the role
- Attend staff meetings and participate in group committee work as required
- Abide by school decisions and policies
- Provide relevant information about student or parental concerns or conflicts to the appropriate Principal
- Above all else, demonstrate professionalism and fulfill responsibilities at CIS with honesty and integrity and maintain confidentiality at all times
- Fulfill the **Expectation of Classroom Teachers** at CIS (see the final page of document)

Other Responsibilities

- All teachers at CIS are also expected to contribute to the holistic life of the school through their involvement in our After-School Activity Program and participation in our thriving school community.
- All teachers are expected to contribute to a minimum of one activity should that be required by the School
- Carry out additional activities, as requested, in line with the general expectations of this job description.

Equity and Inclusion

It is CIS policy that decisions about staff assignments, promotion, demotion, and selection for training shall be taken without regard to race, colour, ethnicity, gender, disability or sexual orientation.

Evaluation / Reflection / Professional Growth

Performance will be evaluated within the framework of our appraisal and professional development protocol

Compensation and Work Year

- Compensation as per contract in relation to CIS Remuneration Scale
- Work year as per the school calendar
- As with most all roles in education, be ready to serve above and beyond the call of duty
- There are also opportunities on campus related to coaching, after school teaching, facilitating camps, and serving in leadership capacities such as grade level leader / vertical team leader. These opportunities usually involve some remuneration and must be within the regulations established by the Cayman Islands Government.

Our Culture

Our team recognizes that school years for children of all ages are periods of tremendous growth, curiosity and transition in the lives of students and parents. Through good teaching practice and modeling we facilitate the students' intellectual, social, emotional and physical growth through school and beyond. Indeed, students' well being is at the centre of our teaching practice and as such, teachers must be committed to working collegially, collaboratively, energetically and enthusiastically to enhance the learning environment for students, staff and community. Our school and its community value staff who demonstrate excellence, collaborate, communicate in an effective and timely fashion, have a sense of humour, are flexible, demonstrate cultural awareness, celebrate diversity, appreciate and engage in Caymanian culture, accommodate different learning styles and sponsor after school activities.

CIS Classroom Teacher Expectations

At CIS, our educators are *Ready to* serve with purpose, *Ready to* inspire meaningful learning, and *Ready to* grow alongside their students and colleagues. Teaching at CIS reflects a shared commitment to academic excellence, inclusive practice, and professional collaboration. The expectations below define what it means to contribute fully to your classroom and our school community.

Professional Responsibilities

All Teachers are expected to:

- Meet all administrative, contractual, and procedural obligations as outlined in the Contract of Employment, Annual Forms, and Staff Handbook.
- Ensure active and responsible supervision of students during designated times, including recess, lunch, transitions, and dismissal.
- Uphold school policies and contribute to a safe, respectful, and well organized learning environment

High-Impact Learning and Teaching

CIS teachers are *Ready to* teach with purpose and support every learner's growth through:

- Thoughtful and intentional planning for instruction
- Demonstrating strong subject knowledge and instructional expertise
- Inspiring and challenging students through differentiated and student-centered learning.
- Creating a positive, inclusive, and supportive classroom climate.
- Building respectful and constructive relationships with students.
- Maximizing learning time and providing meaningful learning opportunities.
- Remaining alert to individual student needs and adapting instruction accordingly.

Collegiality and Collaboration

CIS teachers are *Ready to* contribute to a collaborative school culture:

- Maintain positive, respectful relationships with colleagues, students, and families.
- Participate actively in team planning, school initiatives, and professional learning communities.
- Share experience and expertise in support of school-wide improvement efforts.

Professional Dispositions

CIS teachers are *Ready to* grow in their practice and in support of others:

- Demonstrate adaptability, resilience, and flexibility
- Show a genuine interest in student development and wellbeing
- Manage challenges professionally and constructively.
- Welcome classroom observations and engage openly with feedback.
- Pursue personal and professional growth through reflective practice.
- Contribute to the learning and development of colleagues.