



Brooks School seeks a dynamic, enthusiastic and creative Math teacher for the 2021-2022 academic year.

The mission of Brooks School is to provide the most meaningful educational experience to our students. At Brooks, we recruit, employ, train, compensate and promote regardless of race, religion, color, national origin, sex, disability, age, veteran status and other protected status. We strive to be a place where a diverse group of faculty and staff want to learn, grow, and do their best work in an effort to support all aspects of a Brooks student's life, both in and out of the classroom. Our school thrives because of their hard work, initiative, dedication and compassion.

The successful candidate will:

- Possess a growth mindset in considering current pedagogical best practices and an understanding of adolescent development
- Use technology as a vehicle to enhance instruction and student learning
- Apply engaging and innovative student centered teaching practices that adjusts to meet varying student needs
- Implement best learning practices and keep updated with developments in the subject area, teaching resources and methods by engaging in conferences and other professional growth opportunities
- Work collaboratively with the members of the department to develop courses that are consistent and coordinated across the four-year mathematics curriculum
- Commit to school-wide initiatives, campus involvement, and the lives of our students outside of the classroom
- Possess a sense of humor with patience and empathy for adolescents
- Communicate necessary information regularly to students, colleagues, and parents regarding student progress and achievement.
- Work independently with a strong work ethic

Responsibilities:

- Teaching four sections of math, which may include introductory and advanced Math classes
- Advising four to six students (beginning year 2)
- Serve as dorm parent with related duties
- Coach or the equivalent of two seasons in the afternoon program

Qualifications:

- Innovative teaching practices that balance the development of procedural skills, conceptual understanding of mathematical ideas, appropriate use of technology, and opportunities for critical thinking and problem solving

- Knowledge of relevant technology to improve instruction and student achievement
- Experience with or interest in problem based-learning pedagogy helpful but not required
- Ability to work collaboratively with colleagues within the department
- Bachelor's degree required; Master's degree preferred
- Three or more years teaching preferred
- Commitment to working in and fostering an inclusive community