

Swan River Montessori Charter School Job Description: Lower Elementary (6-9) Lead Teacher

Reports To: School Director **FLSA Status:** Exempt

Summary: A SRMCS lead teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. S/he is responsible for providing a safe, inclusive Montessori-based instructional program that supports the needs of all students both individually and collectively.

Required Qualifications Education/Licensure: Bachelor's Degree from a four-year college or university. Montessori Lower Elementary (6-9) Credentials (AMS or AMI), Valid Minnesota teaching license in corresponding field.

Salary range - \$41,000 - \$75,000 (Depends on Experience)

Start Date – August 31, 2026

The Lower Elementary Lead Teacher will prepare and maintain an authentic Montessori classroom, plan and present lessons, observe and document student progress, guide classroom assistants, communicate regularly with families, lead conferences, and participate in staff meetings, professional development, school events, open houses, and fundraisers.

Qualified candidates will have AMI or AMS Montessori certification for ages 6-9, a bachelor's degree in Education or a related field, at least one year of Montessori classroom experience, strong communication skills, experience working with families, and the ability to lead assistants with care and professionalism.

To apply

The public charter school offers competitive salary and benefits. Please send a cover letter and resume to director@swanrivermontessori.org with the subject line of "Upper Elementary Lead Guide - your last name."

Duties and Responsibilities include the following. Other duties may be assigned.

1. Planning and Instruction:
 - a. Plan, prepare and execute the Montessori method of education supporting the development of the cognitive, emotional, social, and physical growth of the whole child – body, mind, and spirit.
 - b. Monitor talents, special abilities, disabilities, and/or deficiencies of every student. Document and report student issues/concerns to administration as appropriate. This includes referrals for intervention and special education services.
 - c. Use formal and informal assessments tools, including observation, to monitor academic proficiency and growth. Provide differentiated instruction based on the needs of the individual child.
 - d. Ensure that all state academic standards are included and executed via direct instruction.

2. Montessori Classroom and School Environments:
 - a. Maintain a clean, organized, and prepared Montessori classroom environment. Ensure furnishings and materials are complete, in good repair, and correspond to the needs of the group.
 - b. Oversee and facilitate the general safety of the classroom environment and its activities, including outside play.
 - c. Train/supervise/manage all classroom support staff and volunteers effectively.
 - d. Create and/or order new materials as needed and remain within the confines of the classroom budget.
3. Student Interaction:
 - a. Positively promote and foster each child's self-esteem and individual development toward fullest potential in the areas of physical, social, emotional, and cognitive growth.
 - b. Actively supervise students at all times (whether or not under your immediate care).
 - c. Consistently model and reinforce positive, healthy behavior as well as appropriately model conflict resolution and problem-solving skills.
4. Parent/Guardian Interaction:
 - a. Demonstrate ability to work effectively with families, showing flexibility, cultural sensitivity, and compassionate care.
 - b. Provide parent education and other appropriate resources to support carry over within the home and community.
 - c. Remain available and approachable to parents/guardians via telephone, email, etc. Respond promptly to parent/guardian communications within 24 hours.
 - d. Participate in parent/teacher conferences bi-annually and additional conferences as requested.
5. Professional/Ethical/Workplace Expectations:
 - a. Establish and maintain a positive interpersonal relationship with all children, fellow staff, parents/guardians, and the community.
 - b. Maintain valid, professional license(s) and certification(s), including first aid, CPR, and Crisis Prevention and Intervention (CPI).
 - c. Maintain and promptly submit accurate daily attendance, academic records and other administrative paperwork as directed.
 - d. Promptly meet all deadlines and commitments.
 - e. Maintain student/family confidentiality at all times.
 - f. Adhere to Montessori theory/philosophy to the greatest degree possible.
 - g. Adhere to all established school policies, procedures, and plans, including all contents of the SRMCS Employee Handbook.
 - h. Demonstrate effective team participation, interpersonal communication, and conflict resolution skills within and across departments.
 - i. Attend and participate in all required meetings, including but not limited to lead teacher meetings, department meetings, and special education related meetings.
 - j. Attend all in-service training, teacher workshops, school events, parent/family education nights, conferences, staff meetings and parent meetings as required.
 - k. Maintain strong daily attendance on all school days (approximately 173 school days per academic year on average). Uses appropriate procedures if unable to come to work at any time.

General Job Qualifications & Requirements

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Language Ability: Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, governmental regulations, and special education Individualized Education Plans (IEPs). Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from administration, co-workers, students, parents/guardians, and the general public.

Reasoning Ability: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills: To perform this job successfully, the individual must have knowledge of and the ability to effectively use Microsoft Office, Google Suite, the Internet, and email.