

# JOB DESCRIPTION



## Early Learning Lead Teacher

**Status:** Exempt, Full-Time

**Reports To:** Early Learning Division Head

**Supervises:** None

**Dated:** May 2026

### Overview

Middle Way School is pioneering a new model of education based on the best in education research and enhanced by the wisdom and compassion of Buddhist traditions. Master teachers with a deep understanding of childhood development are the pillars of this education. Lead teachers are responsible for co-creating, evaluating, implementing and documenting curricula in cooperation with the Head of School, division heads, curriculum coordinators, and other teachers in the school. Lead teachers are responsible for supporting students' development in all areas including social-emotional, physical, and academic. They also work with the Dharma Education Liaison to integrate Buddhist wisdom and practice into the classroom. Lead teachers assess students' progress and report to parents regularly.

MWS school culture relies on daily meditation and ample professional support. We expect our teachers to meet conventional outcomes in unconventional ways and use skillful means to differentiate in ways that help meet students academically and socially. Teachers are expected to explore the Middle Way model of development and actively engage in its creation. Being a practicing Buddhist is not necessary, however, an understanding of Buddhist principles and terminology is expected. In addition, we ask that all staff develop a personal contemplative practice of some kind.

### Responsibilities

- Create a positive, nurturing classroom community
- Set up and maintain an organized and inviting classroom environment
- Develop and document curriculum including unit and lesson plans
- Work collaboratively and individually (with guidance from the Academic Curriculum Liaison) on curriculum development, instructional methods, assessment, and differentiation in all academic areas
- Offer differentiated instruction to support all students
- Provide developmentally-appropriate interdisciplinary curriculum
- Implement a daily, productive, intentional, and engaging choice time
- Maintain frequent contact with parents including a weekly newsletter
- Write narrative reports twice per year and lead parent-teacher conferences with benchmarks documentation twice per year
- Provide day-to-day guidance for assistants, substitutes and other classroom supports
- Develop, planning and supervising field trips



## Job Description - Early Learning Lead Teacher

- Conduct home visits for new students (under the age of 5)
- Plan and participate in seasonal celebrations and events
- Supervise up to one lunch or recess period each day
- Participate in the admissions process
- Explore and maintain a contemplative practice and occasional dharma study
- Pursue ongoing professional development
- Participate in summer curriculum development and classroom setup
- Other duties and responsibilities may be assigned from time to time as business needs require

### Core Competencies

- Knowledge of current best practices in early childhood education, including play-based learning, outdoor education, early childhood development, mindfulness, and social-emotional learning
- Background in progressive education and constructivist theory and ability to put it into practice
- Knowledge, understanding, and use of active learning strategies to support a range of learners
- Ability to creatively integrate and adapt curriculum to engage learners
- A creative and rigorous approach to information gathering and analysis, ability to understand broad ideas and synthesize
- Ability to implement effective classroom management strategies
- Demonstration of personal and professional commitment to diversity, equity, inclusion, justice and belonging.
- Clear communication – excellent command of written and spoken English
- Ability to work collaboratively as part of a team – especially when it is necessary to facilitate change, overcome an impasse, face an issue, or ensure that decisions are made.
- Ability to write and speak in depth about the tenets of Progressive education.
- Training in a systematic, multi-sensory approach to reading instruction

### Qualities

- A passion for education and carrying out the vision and mission of Middle Way
- A love and understanding of children and early childhood development
- An interest in personal and professional growth,
- Open to the teachings of the Buddhadharma
- Flexible, open-minded, adaptable, patient with change
- Able to work independently and in teams
- Practical and resourceful
- Able to see the merits of perspectives other than their own; openness to different and new ways of doing things
- Reliable and respectful of deadlines
- Humor!

### Required Education/Experience

- Master's degree required.
- 3-5 years of experience in early childhood teaching preferred



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- Familiarity with Responsive Classroom preferred

### Working Conditions

- Ability to position oneself to work with young children and remain in a stationary position for periods of time.
- Ability to observe details at close range and communicate information and ideas so others will understand. Must be able to exchange accurate information to ensure children's health and safety.
- Ability to work in outdoor weather conditions.
- May require moving items weighing up to 30 lbs. Some supports are available to assist with this.

### Terms

- On-site at Middle Way School in Saugerties, NY
- Full-time, exempt position
- Schedule is 7:55 AM - 3:30 PM plus one weekly staff meeting from 3:30 - 5:00 PM for the entirety of the 2026-2027 academic year
- All school breaks paid
- Group health insurance eligibility
- 75% tuition reduction benefit
- All employees must pass a New York State background check
- Salary range of \$46,500 to \$53,000

### How to Apply

Please send a cover letter explaining why you are interested in a position at Middle Way along with a resume to [careers@middlewayschool.org](mailto:careers@middlewayschool.org).

*We hire and enroll without discriminating against any identifying factor which may include race, age, national or ethnic origin, religion, sex, sexual orientation, gender identity, or socioeconomic background. We will make accessibility accommodations for individuals with disabilities to the fullest extent possible. As an institution and as individuals we recognize that we have the responsibility to actively change the power differences that perpetuate biases against historically underrepresented groups. Our inclusion efforts are a dynamic process. We welcome your experience and invite your input on how our school community can continue to evolve.*