

New Roots Charter School is now accepting applications from teachers who would like to be part of our founding faculty. We anticipate hiring experienced New York State certified secondary teachers for these 9th, 10th, and 11th grade teaching positions:

English
Social Studies (Global Studies, American History)
Mathematics
Chemistry and Physics
Biology
World Languages
Physical Education
Health
Special Education

Candidates with dual certifications are especially encouraged to apply. All teaching positions are 11-month positions beginning August 1st, 2010.

We have the option of hiring a small percentage of teachers who are not New York State certified at the secondary level, but who have other types of experience that make them exceptionally well-qualified.

Please do not hesitate to send your resume to us for review at employment@newrootsschool.org if you are not NYS certified but have experience and skills that you feel are relevant to our mission, or the teaching that you'd like to do doesn't fall into one of these categories.

New Roots will be looking for opportunities to put the diverse talents of people in our community to work in service of our youth! A sustainable community is a diverse, inclusive network of people. New Roots Charter School is an equal opportunity employer — applicants will be considered solely on the basis of qualifications and ability, without regard to race, religion, color, sex, age, national origin, sexual orientation, disability, or veteran status.

The description that follows will orient you to the general responsibilities and qualifications of a teacher at New Roots Charter School. Descriptions of specific roles will be available as we determine our staffing needs, based on the interests and needs of students enrolled, this spring.

Job Description
Teacher
New Roots Charter School

Responsibilities:

- A. Effectively instruct students in assigned content area(s) with the overall goal of engaging student learning.
- B. Work as part of interdisciplinary team and within content areas, planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.

- C. Set clear short-term and long-term goals to drive instruction.
- D. Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- E. Consistently assess pupil progress, record results, and issue meaningful reports to inform parents of progress.
- F. Create and implement student intervention plans when necessary.
- G. Facilitate a culturally-responsive, anti-racist classroom and school environment.
- H. Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary.
- I. Maintain effective supervision and discipline in the classroom.
- J. Work with other teachers and administrators to address and resolve student issues.
- K. Provide necessary accommodations and modifications for growth and success of all students.
- L. Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- M. Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- N. Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- O. Special projects and duties outside of primary teaching responsibility as assigned.
- P. Other duties as assigned by the Principal as needed.

Qualifications:

- A. Master's degree desirable; Bachelor's degree required.
- B. NYS certification in relevant subject area and/or meets definition of "highly qualified" instructor.
- C. Solid knowledge of subject matter, including New York State Standards.
- D. Ability to read and analyze student data in order to refine instructional strategies.
- E. Excellent verbal and written communication skills are essential.

- F. Passion and skills to create a school that stands apart from other public high schools: a learning environment that is highly motivating, supportive, and rigorous.
- G. Willing to work within public school requirements for positive change.
- H. A commitment to high expectations for self, students and staff team.
- I. Ready and able to work creatively with faculty team to meet the academic and personal needs of students.
- J. Eager and able to collaborate with faculty team to plan and deliver thematic semester-long projects integrating all subjects.
- K. Desire to integrate multiple subject areas into your own content area.
- L. Ability and interest in constructivist, investigation-based learning.
- M. Enthusiastic to design and teach a challenging project-based curriculum with outcomes meeting New York State Learning Standards.
- N. Comfortable practicing differentiated instruction in the classroom, teaching grades 9, 10, 11 and 12 with widely differing ability levels among the student body.
- O. Willing to use the world and region as your textbook.
- P. Willing to co-lead small groups on multi-day trips.
- Q. Interested in having life-changing relationships with students that are empathetic, supportive, challenging and meaningful.
- R. A commitment to frequent communication with families.
- S. Experience in project-based teaching and learning at the high school level.
- T. Multiple subject endorsements as a high school teacher.
- U. Up-to-date knowledge of educational technology and applications.