

PARAPROFESSIONAL VACANCY CIRCULAR

School Name: EPIC -North

District: 27

School Site: 94-25 117th Street, South Richmond Hill, NY 11419

Send Cover Letter and Resume to: jobs@epicschoolsnyc.org (please include “Epic-North” in email subject line)

POSITIONS

Paraprofessional

DESCRIPTION

EPIC High Schools, an outgrowth of the Expanded Success Initiative, comprehensively prepares students for academic, career and life success. Staff members at Epic High Schools will focus on culturally responsive education (instruction and assessments that respond to the history, culture, contexts and identities of students in addition to restorative practices that honor student voice), mastery and competency-based teaching and learning (teaching and learning focused on the skills students need to acquire with multiple opportunities to demonstrate achievement), personalized learning pathways (individual learning plans providing students access to content), and the creation of supportive communities, EPIC schools fully embody the qualities of a learning organization where all school staff members and students are supported and respectfully and positively collaborate to ensure the growth of all. EPIC graduates are skilled, self-aware, transformative leaders who have studied alongside innovative, caring, world-class teachers and staff.

EPIC staff members exhibit collaborative and reflective professional practice. They address, identify and respond to the total needs of students. They recognize the importance of social-emotional learning alongside the attainment of critical academic skills. They promote and reflect cross-cultural competency (the ability to work with a diversity of students and colleagues in ways that honor and leverage their unique and specific cultures); active problem solving; and the identification and use of effective and relevant resources. EPIC staff are committed to empowering and supporting their learners in safe, affirming, and communal environments where each individual's well-being matters. To this end, all staff members will work together to develop and implement strategies that best support students' social, emotional, academic and post-secondary needs.

In addition to taking part in intensive job-embedded collaborative professional development throughout the school-year, a 15-day summer planning institute will be essential for staff to be involved in the continual development of the school's culture and instructional program. Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for para professionals to support and participate in activities such as:

- After-school and/or Saturday tutoring programs, mentoring, enrichment, sports, arts, and family programs.
- In-house school committees and/or other special programs.
- Daytime professional development such as inquiry work and collaborative conversation and planning among staff members.
- Summer Bridge.

Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.

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ELIGIBILITY REQUIREMENTS

UFT Paraprofessionals hired after 2004 must have a Level 1 NYSED Teaching Assistant Certificate. UFT Paraprofessionals hired before 2004 currently on DOE payroll are eligible for this position.

DUTIES AND RESPONSIBILITIES

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Working within a non-traditional school schedule and organization structure that meets the needs of students.
- Collaborating with members of the community to provide targeted, small group and one-on-one support to students.
- Providing support using literacy strategies, culturally relevant youth development strategies, and restorative practices.
- Engaging students in exploring real world issues, including those of race, gender and equity.
- Collaborating with teachers to design or adapt relevant learning experiences that incorporate digital tools and resources.
- Utilizing technology to promote and monitor student learning and to communicate with students, parents, families, and colleagues.
- Working with members of the community to create a safe and supportive learning environment with routines and structures that align with the school's core values.
- Supporting with the development of partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, early college access, mentoring, and other academic opportunities.
- Taking on duties that support classroom teaching (i.e. frequently meeting with departments and grade levels, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication with parents throughout the school year to support student.
- Collaborating with staff to create a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, etc.
- Participating in job embedded professional development that will lead to facilitation of group activities around team building, conflict resolution, etc.

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities.
- Ability to work in teams and collaborate and support school wide initiatives to support student engagement and learning.
- Ability to engage students in exploring real world issues, including those of race, gender and equity.
- Ability to present/express and use student's culture, ethnicity, etc. as assets.
- Evidence of strong collaborative and reflective skills.
- Experience and/or willingness to work in an environment where restorative practices and restorative justice are drivers of school culture.
- Ability or willingness to support with development of successful partnerships with community-

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- based organizations and other organizations that offer social and emotional supports to students.
- Commitment to continuous professional growth (i.e. professional development, formal education, outside reading).
 - Ability to assist teachers in independent, partner, group and whole class projects, work and activities.
 - Experience or willingness to learn how to support the use of technology in the classroom to improve student learning.

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement