

PARAPROFESSIONAL VACANCY CIRCULAR

School Name: Urban Assembly Maker Academy

District: 02

School Site: Murry Bergtraum High School Campus, 411 Pearl Street, New York, NY 10038

Send Cover Letter and Resume to: careers@uamaker.org

School opening is contingent upon approval by the Panel for Educational Policy (PEP). This proposal will be voted on during the May 6, 2014 PEP meeting. For more information, click [here](#).

POSITIONS

Paraprofessional

DESCRIPTION

The Urban Assembly Maker Academy (UAMKR) is a new career and technical education (CTE) high school that prepares students for college and careers. Our students learn computer code, learn design thinking, and learn by solving real world problems. Students use technology every day in a highly personalized environment. Our school also engages professionals at the top of their fields to guide our project-based learning and mastery based assessment systems. Our school features new kinds of classroom experiences that recreate what the workplace looks and feels like for 21st century careers. Our committed industry partners, including Control Group, a NYC based interaction design firm, believe that students who know how to code, who think like designers, and who are comfortable with changes as the only constant, will be extremely employable graduates and richly successful participants in the digital age. We support and empower students to become the next generation of designers and inventors. In challenge-based courses, students tackle real problems in the world and, as they experiment with solutions, develop the skills, tools, and habits of inquiry to be tomorrow's "makers," contributing to the internationally booming "Maker Movement." For more information visit www.uamaker.org.

A 10-day summer planning institute will offer an essential opportunity for staff to be involved in developing 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 paraprofessionals to participate in activities like:

- In-house school committees and/or special programs

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.

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 English Language learners and students requiring special education services

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- Working with teachers to implement an integrated curriculum and student-centered environment
- Supporting students in the classroom
- Contributing to student observation and documentation files
- Collaborating with individual teachers and teacher teams to provide targeted, small group and one-on-one instructional support to students
- Collaborating with teachers to create a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, etc.
- Seeking professional growth experiences, and contributing to the professional growth of colleagues

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Ability to assist teachers in implementing reading and writing strategies in daily lessons
- Ability to assist teachers in implementing mathematical and scientific strategies in daily lessons
- Ability to assist teachers in implementing study skills and organizational strategies in daily lessons
- Ability to work with classroom teachers to implement collaborative learning activities
- Strong student management skills
- Ability to professionally and effectively communicate orally and in writing with colleagues and students
- Ability to work in teams and collaborate and support school wide initiatives to support student engagement and learning
- Commitment to continuous professional growth (i.e. professional development, formal education, outside reading)
- Experience or willingness to learn how to support the use of technology in the classroom to improve student learning
- Ability to assist teachers in all independent, partner, group and whole class projects, work and activities
- Excellent attendance, punctuality and organizational skills

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