

TEACHER VACANCY CIRCULAR

School Name: Jamaica Children's School

District: 28

School Site: 109-20 UNION HALL STREET, QUEENS, NY 11433

Send Cover Letter, Resume and Portfolio to: JamaicaChildrensSchool@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, English to Speakers of Other Languages, Dance, Theatre, Visual Arts, , Library Science, Physical Education, Reading Teacher, Technology Education, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), Early Childhood Education (Birth-Grade 2), Literacy (Birth-Grade 6), Students with Disabilities (Grades 1-6). Teachers with dual certification in content area and Students with Disabilities/Special Education or English to Speakers of Other Languages/ESL are strongly encouraged to apply.

DESCRIPTION

At Jamaica Children's School, we provide a safe and nurturing environment where every child is given the space, opportunity, and support they need to discover their passions and achieve challenging academic and social goals. Our highly engaging curriculum emphasizes critical thinking, joyful exploration, and self-reflection. Guided by our core values of empathy, grit, inquiry, creativity, and voice, our students graduate with the confidence, knowledge, and skills necessary to become lifelong learners and leaders in their community.

Our community of learners will consist of dedicated, motivated, creative, and highly qualified educators and staff who are committed to working as a collaborative team to ensure our students are reaching their full academic and personal potential. Our long-term vision is to extend learning beyond the walls of the classroom through family and community partnerships.

We are looking for educators with a commitment to creating an environment in which every child feels significant and valued. We seek teachers who believe in maintaining the highest expectations for every child's academic and personal growth and who are also committed to their own professional growth.

An 8-10 day summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs
- Professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
- Book Study Clubs (professional texts) all year long

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

New York State certification in the appropriate content area with satisfactory ratings and attendance

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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:

- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Developing and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Using standards-based grading to diagnose, assess, and track student mastery
- Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students
- Using data gathered through formative and summative assessments to guide instructional planning
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact on student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Serving as an advisor to a small group of students, including maintaining ongoing communication with parents/guardians and supporting students with goal-setting around academic, social, and emotional achievement and growth
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- Taking on duties that support classroom teaching (meeting in departments and grade levels, writing and implementing school policy, being an active part of school decision-making, communicating with parents throughout the school year to support student achievement, etc.)

SELECTION CRITERIA

The successful candidate will demonstrate:

- Familiarity with the Workshop Model
- Ability to incorporate hands-on and cooperative learning activities in classroom instruction
- Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
- Ability to articulate the criteria for exemplary student work
- Evidence of success collecting, monitoring, and analyzing student data through the use of formative and summative assessments to drive instruction and improve student academic achievement
- Evidence of strong collaborative and team skills
- Evidence of strong classroom management skills
- Experience and/or willingness to learn strategies that support creating a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, etc.

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- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
- Evidence of success in working collaboratively with colleagues and parents/caregivers

In addition to the cover letter, resume, and interview, teacher candidates must present a teaching portfolio, which may include evidence of philosophy of education, evidence of curriculum planning such as course syllabi, lesson plans, and any teaching artifacts collected throughout teaching career. Artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must also provide three professional references and, if possible, a written observation from a supervisor. References might include one from a peer with whom the applicant has collaborated, and/or a faculty development or professional organization representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement