TEACHER 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

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: English, Mathematics, Sciences (Biology, Chemistry, Earth Science, Physics), Social Studies, English to Speakers of Other Language, Physical Education, Special Education, Students with Disabilities. Teachers with dual certification in Students with Disabilities/Special Education or English to Speakers of Other Languages plus a content area are strongly encouraged to apply.

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 teachers 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.

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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

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 develop projects and deliver instruction where appropriate, provide feedback, analyze student data, and develop best practice pedagogy that supports individual and group learning needs.
- Incorporating literacy strategies, culturally relevant youth development strategies, and restorative practices into daily routines and classroom instruction in all content areas, including advisory.
- Engaging students in exploring real world issues, including those of race, gender and equity, and solving authentic problems.
- Designing or adapting relevant learning experiences that incorporate digital tools and resources.
- Using competency-based grading to diagnose, assess, and track student mastery.
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues.
- Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences.
- Developing professional goals and objectives in collaboration with community members that will monitor progress and assess effectiveness in enhancing student achievement.
- Creating a safe and supportive learning environment with routines and structures that align with the school's core values.
- 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 achievement, etc.)

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities.
- Ability to develop and implement projects and tasks that engage students with varying learning needs.
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area.
- Experience with or willingness to incorporate reading, writing, speaking, listening, and critical

thinking skills into classroom instruction.

- Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement.
- Ability to engage students in exploring real world issues, including those of race, gender and equity, and solving authentic problems.
- Ability to present/express and use student's culture, ethnicity, etc. as assets.
- Evidence of strong collaborative and reflective skills.
- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students.
- Experience and/or willingness to work in an environment where restorative practices and restorative justice are drivers of school culture.

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