

REPORTS TO: Head of School

SCOPE:

Substitute teachers perform the instructional and classroom management processes for teachers who are absent for a day or longer periods of time. Substitute teachers maintain the continuity of the learning environment in the absence of the primary instructor. They are responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, spiritual and psychological growth.

PRIMARY RESPONSIBILITIES:

1. Adhere to the curriculum and lesson plans assigned by the regular teacher.
2. Follow procedures and achieve lesson goals.
3. Assign and explain homework.
4. Oversee students outside of the classroom including in the hallways and cafeteria.
5. Comply with all school regulations and policies at all times.
1. Take attendance and document daily notes.
2. Ensure classroom and work is kept clean and orderly.
3. Oversee the normal classroom rhythms and activities.
4. Compile a report for the teacher for when he/she returns
5. Clearly and consistently articulates a shared commitment to the IB's mission and philosophy.
6. Demonstrate an awareness of or a willingness to learn the IB learner profile and commitment to international-mindedness.
7. Acknowledge the intellectual property of others when producing work and discuss with students the significance and importance of producing authentic and original work.
8. Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
9. Demonstrate collaboration and effective relationship building with students, peers and families.
10. Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
11. Model professional and ethical standards in all interactions with students, parents, peers, and community.
12. Use inquiry-based teaching strategies and learning engagements.
13. Collaborate with peers to plan and design units that meet the specific IB programme requirements and are in accordance with IB programme documentation, while also ensuring that all instructional resources meet the needs of the students with varying backgrounds, learning styles, and special needs.
14. Provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes.
15. Create learning experiences that are designed to include opportunities for students to collaborate.
16. Encourage student choice in appropriate places in the curriculum, while also facilitating student exploration of their personal interests and ideas.
17. Plan and facilitate learning experiences through which students can develop their own conceptual understandings.
18. Integrate students' prior knowledge into the curriculum to aid and extend learning for all students.
19. Support language development with consideration for the language profiles of students.
20. Use multiple technologies to aid and extend learning and teaching of all students.
21. Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
22. Actively support student opportunities to develop, act and reflect on learning outcomes for service.
23. Regularly engage in reflection and demonstrate a commitment to life-long learning and growth.
24. Performs other duties and responsibilities as assigned by their supervisor.

EDUCATION, CERTIFICATION, WORK RELATED EXPERIENCES:

1. Bachelor's Degree Required, Master's Degree Preferred
2. Pennsylvania Teaching Certification Required, appropriate for level and/or subject area of assignment
3. Demonstrated experiences teaching children from diverse backgrounds using culturally responsive pedagogy

4. Knowledge of instructional strategies recommended for International Baccalaureate schools
5. Operational knowledge of the Internet and web-related technologies

TECHNICAL COMPETENCIES AND SKILLS:

1. Possesses strong oral and written communication skills in the language of instruction
2. Must possess computer skills
3. Ability to operate office equipment
4. Maintains effective and efficient record keeping procedures.

PHYSICAL DEMANDS:

1. Ability to reach above and below the waist.
2. Ability to use fingers to pick, feel, and grasp objects.
3. Ability to lift and/or carry supplies and/or papers weighing no more than 50 pounds
4. Ability to stand, with some walking, sitting, or moving throughout the school

SENSORY ABILITIES:

1. Visual and auditory acuity

WORK ENVIRONMENT:

1. Subject to inside and outside environment conditions

TEMPERAMENT:

1. Must possess excellent interpersonal skills
2. Must be able to work in an environment with frequent interruptions

COGNITIVE ABILITY:

1. Ability to communicate effectively
2. Ability to organize tasks
3. Ability to handle multiple tasks
4. Ability to exercise sound judgment

SPECIFIC SKILLS:

1. Must be able to make judgments and work under high levels of stress
2. Must be able to work independently with little direct supervision
3. Must be able to work as part of a team
4. Must be able to display effective multi-tasking and possess time management skills
5. Must be able to demonstrate strong work ethic to achieve York Academy goals
6. Accepts responsibility and is self-motivated and reflective
7. Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating

York Academy Regional Charter School is an Equal Opportunity Employer. ADA requires the York Academy Regional Charter School to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations. Interested candidates should submit a resume to York Academy Regional Charter School, 32 West North Street, York, PA 17401, Attn: Human Resources or email resumes to hr@yorkarcs.com.

(Revised) December 18, 2019
(Revised: May 10, 2010)