



High School Teacher/Advisor

Job Description

New Legacy Charter School is a free, public school for pregnant and parenting high school students and their children in northwest Aurora. We are located at 2091 N. Dayton Street, Aurora, CO 80010 and serve approximately 95 high school students and 65 children in an on-site early learning center. The school is authorized by the Colorado Charter School Institute and opened in August of 2015, with our first class graduating in June 2016.

We offer students a rigorous, relevant, and engaging education so they are empowered with the skills needed to raise healthy children and graduate prepared for success in college and careers. Our vision is to see young families creating a legacy of education leading to compelling careers, financial independence, and positive parenting. Our school model includes combining flexibility with a strong school culture based on healthy relationships and student leadership.

Employment Status

This is a full-time, exempt, at-will position. The High School Teacher/Advisor report directly to the High School Principal.

General Position Description

High School Teachers/Advisors are responsible for teaching core content classes to the school's high school students. All classes are based on units with specific topics that align with Colorado academic standards and the NLCS academic skills. Advisors are responsible for ensuring that students are well-known and supported in reaching their goals.

Key Responsibilities

- Develop thematic units for classes using the backwards design model in which planning follows these three steps: 1) identifying skills-aligned desired results that are based on standards; 2) designing performance tasks/assessments that provide evidence of learning; and 3) creating a learning plan.
- Deliver culturally responsive daily lessons that are engaging, relevant, and rigorous. Use “do nows” and “exit tickets” to ensure that class time is maximized and formative assessment is embedded into daily instruction.
- Understand and apply effective strategies for intervention and differentiation in the classroom, including serving English language learners and students with individualized education plans (IEPs). Work collaboratively with the school English language development teacher and learning specialist to support student academic growth.
- Embed opportunities for student critical-thinking, communication, collaboration, and creativity, as well as use of technology, into all lesson and unit plans.
- Maintain strong classroom management through use of routines and positive culture building strategies. Use restorative practices to hold students accountable for upholding school rules, student-developed norms, and classroom expectations.
- Analyze data on an on-going basis using formative and interim assessments. Use assessment data to inform ongoing curriculum and instruction.



- Participate actively in 1) ongoing instructional coaching and support; and 2) professional development based on both individual and school-wide needs.
- Participate actively in school-wide community-building rituals such as morning check-in, community meetings, community lunches, and staff circles.
- Serve as an advisor to a group of 12 to 15 multi-age students who you meet with twice daily and to whom you provide support. Develop a sense of community within the advisory group and implement any advisory curriculum. Mentor and support these students' development of academic, social, health, and parenting skills to ensure they stay on track to graduation. Provide education and coaching for students around goal-setting and development of non-cognitive skills such as perseverance, courage, and more. Support advisees in maintaining strong attendance habits and collaborate with the Family Support Team when needed for higher-level interventions. Celebrate student success at least weekly.

Qualifications

High School Teachers/Advisors are expected to:

- Have at least one or two years of experience successfully teaching in an urban or alternative school, including a track record of positive student outcomes.
- Have a bachelor's degree and/or secondary teaching license in the core content area.
- Have experience using culturally responsive and restorative practices to build culture and community in an urban school environment.
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter.
- Embrace using data to inform instructional planning and practice. Comfortable using Microsoft Excel, sharing and analyzing student performance results, and humility in constantly working to improve instructional practices.
- Experience in standards-based, backwards planning.
- Experience working in an entrepreneurial, dynamic school or related demanding environment.
- Be positive, strength-based, passionate, articulate, motivating, and empowering with students and team members.
- Have excellent written and verbal communication skills.
- Be computer savvy, with proficiency in email, word processing, spreadsheets, Google Docs, etc.
- Ideally have experience using Infinite Campus.

Mission Alignment

Mission-aligned members of the New Legacy community:

- Dedicate themselves to the school's mission and vision, adopting a "whatever-it-takes" attitude in helping our students succeed.
- Understand that relationships are essential to working with students who have been disengaged from their education and are at-risk of dropping out of school. Staff members pursue appropriate and healthy relationships with students, including advocating for them and their success.
- Believe our students have strengths and assets, and build on these strengths in their work. Maintain a positive attitude and a solution-based approach to challenges in the work place.
- Oversee open and consistent communication with students and their families about their academic progress, health success and needs, parenting success and needs, individual graduation plans, and college planning. Also communicate proactively with colleagues about student needs to ensure integrated support.



- Are committed to restorative justice as a mean of addressing conflicts or challenges in the community, whether between students, staff members, or students and staff members.
- Are committed to inclusive excellence. This means they are willing to engage in conversations about privilege, power, equity, and diversity, and are willing to invest time in community-building and professional development based on inclusive excellence.
- Are active participants in a supportive and demanding professional community that fosters respect, trust, honesty, risk-taking, open-mindedness, flexibility, collaboration, and continuous improvement.

Application Process

To apply for the High School Teacher/Advisor position, submit a cover letter and resume (with references) to Leah Bock, High School Principal, at lboc@newlegacycharter.net. Salary range is \$40,000-\$50,000 with benefits, commensurate with experience. In the cover letter (no more than 2 pages), applicants should address the following questions:

1. Why are you interested in working at New Legacy Charter School?
2. What role should public schools play in addressing issues of equity in our society?
3. How can schools best find a balance between setting high academic expectations for individual students and supporting these students by “meeting them where they are” in life?