



JOB DESCRIPTION

TITLE: MIDDLE SCHOOL SUCCESS TEACHER
REPORTS TO: SITE ADMINISTRATOR
FLSA STATUS: EXEMPT

ABOUT THE POSITION: The Middle School Success Teacher has the primary responsibility of running a private school special education program including pull-out/reading intervention groups. The Success Teacher is committed to their work as a God-given ministry, with the motivation to please God and bring honor to Him.

MINIMUM QUALIFICATIONS:

All Employees:

- Must be a born again Christian dedicated to the purpose, goals, and mission of FCS.
- Are required to be in weekly attendance at a Bible-teaching church of his/her choice. FCS, as a ministry of Friends Church Yorba Linda and Rose Drive Friends Church, expects its employees to refrain from promoting their own church or denomination.
- Are expected to have a knowledge and understanding of the philosophy and objectives of FCS and be in agreement with the Statement of Faith adopted by the School Board.

Success Teacher:

- Must have a Bachelor's degree from an accredited college or university.
- Must have a valid California State Teaching Credential (required to be kept current as a condition of employment).
- Must obtain a ACSI Teaching Certificate and CPR/First Aid Certification within 90 days of hire, (required to be kept current as a condition of employment).
- Special education as a credentialed teacher in a K-8 setting is highly desirable.

RESPONSIBILITIES (ESSENTIAL FUNCTIONS):

All **K-8 teachers** are expected to:

- Motivate and lead students to accept God's gift of salvation, help them grow in their faith, and lead them to a realization of their worth in Christ.
- Integrate Biblical principles and the Christian philosophy of education throughout the curriculum and activities.
- Plan, prepare and deliver lessons and materials to students in class in accordance with FCS approved curricula; conduct activities for a balanced program of instruction, demonstration, and work time that enable student learning by teaching according to the educational needs, abilities, and achievement levels of students.

- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Provide and enable a healthy learning environment, establish and enforce behavioral expectations, and maintain order in the classroom.
- Create and maintain a classroom learning environment that is organized, safe, engaging, and inviting for students.
- Prepare, administer, and grade tests/assignments to evaluate students' progress.
- Maintain and input accurate and complete student records as required by laws and administrative regulations.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Meet and confer with parents/guardians to discuss student progress, determine priorities, and identify resource needs.
- Prepare and implement remedial programs for students requiring extra help.
- Collaborate with administrator(s) and other teachers in the development, evaluation, and revision of school programs; confer with other teachers to plan and schedule lessons that promote learning which follows FCS approved curricula.
- Prepare reports on students and activities as required by administration.
- Commit to ongoing professional development; attend and participate in professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide student learning from those activities.
- Attend staff meetings and serve on committees, as required.
- Supervise, evaluate, and plan assignments for instructional assistants and volunteers.
- Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
- Sponsor/participate in extracurricular activities such as clubs, student organizations, and academic contests.

The **Success Teacher** is expected to:

- Work with students directly in the pullout program.
 - Select and implement specialized curriculum to use during pullout instruction to address the needs of students.
 - Provide and keep track of written notice to parents of students' eligibility for Success pullout program support and/or discontinuation of services.
 - Identify and utilize assessment tools that allow for frequent monitoring of student progress; maintain and review student progress monitoring data to inform instruction.
 - Write quarterly narrative reports for parents with detailed information about student progress for all students enrolled in the Success pullout program.
- Support students in the classroom.
 - Assist teachers and IAs in utilizing materials and teaching strategies to address student needs in the general education setting and provide training as needed to ensure effective implementation.

- Create materials for teachers/IAs to use in the classroom setting (curriculum, behavior tracking forms, contracts, etc.)
- Regularly follow up with teachers and IAs to ensure appropriate implementation of in-class intervention programs, accommodations, and make program adjustments as needed.
- Assess students not currently part of the pullout reading program in order to monitor their progress.
- Facilitate and maintain open lines of communication about student needs with administration, teachers, and parents, and respond in a timely and professional way to any inquiries and concerns.
- Consult with school counselor about social-emotional needs of students and work together to implement strategies and follow up with teachers and parents.
- Consult with teachers and parents.
 - Keep record of contact with teachers about particular students to maintain careful documentation.
 - Plan, attend, and facilitate student study team meetings with parents and teachers to provide consultative services during these meetings regarding the use of specialized academic instructional strategies.
 - Determine the appropriateness of academic accommodations and/or modifications for students, whether or not pullout support in the Success classroom is required, and the appropriateness of referral to the local public school for special education testing.
- Perform other duties as necessary.
 - Create and maintain files that contain documentation of what is discussed and recommended during student study meetings to establish a written record of FCS's response to the academic and behavioral needs of struggling students.
 - Develop and write individualized accommodation plans for students, distribute the plans to parents, teachers, and IAs, and keep student cumulative files updated with these plans.
 - Provide feedback and assistance to administration regarding special education-related programming for current students, other issues related to meeting the needs of current struggling students, and the appropriateness of enrollment of new students with special needs, including the review of applicants' IEPs and formal assessment reports as well as participating in the assessment process when needed.
 - Serve as special education representative of FCS and attend SST, IEP, and ISP meetings at local public schools, exhibiting professionalism in communication and demonstrating specialized knowledge of the field of special education.
 - Provide documentation to the public school when students undergo formal evaluation; serve as an advocate for parents and students as they go through the special education evaluation at the public school, including providing written feedback to the public school about a student's present levels of performance and completing rating scales/questionnaires.
 - Interpret special education evaluation results and then plan for and provide instruction and recommendations based on the findings.
 - Consult with other professionals and agencies regarding special education procedure, policy, and programming; stay informed and have knowledge of special education evaluation techniques, curriculum and instruction strategies that benefit struggling students.

- Meet with all teachers to go over existing accommodation plans and review the specific needs of students enrolled in their class; review new student cumulative files to check for SST, IEP, or assessment-related paperwork from previous schools before the new school year begins.

ABILITY TO:

- Manage classroom dynamics and establish a learning environment for students; consistently enforce appropriate behavioral boundaries with students of FCS.
- Communicate professionally and effectively in verbal and written form.
- Maintain confidential information with discretion and judgment.
- Resolve conflict with students, staff, parents, and others.
- Make effective, sound decisions in a timely manner in a variety of contexts, including in a classroom environment and in emergency/ crisis situations.
- Work effectively as part of a teaching/professional team.
- Be proficient on standard office software applications used ongoing school business.
- Operate computers, tablets, and other electronic devices utilized in a classroom setting; learn and use new software and web-based applications as needed.
- Maintain professional currency via attendance and participation in seminars, conferences, and continuing professional study.

ENVIRONMENT/PHYSICAL REQUIREMENTS

This position is in an office/school setting; must be able to sit, walk, stand for extended periods of time, carry, lift (up to 20 pounds), reach, stoop, read, write, type, and climb stairs.

SPECIAL REQUIREMENTS:

- Must be a U.S. Citizen or have the legal right to work in the United States.
- Must successfully complete a Livescan and TB test/risk assessment.
- Must maintain federal, state and local certification requirements as necessary.