**School Name:** Bronx STEAM Center

**District:** 33

**School Site:** Bronx Exact Location TBD

**Send Cover Letter, Resume and Portfolio to:** bronxsteamcenter@schools.nyc.gov

**POSITIONS**

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles:

* **CTE Computer Technology 7-12**
* **CTE Medical Assisting 7-12**
* **CTE Nurse’s Assisting 7-12**

**DESCRIPTION**

The Bronx STEAM Center will open in September 2025 and will grow to serve approximately 700 juniors and seniors recruited from 10 Bronx partner schools. Through a shared- instructional model, students from our 10 partner schools will divide their day between their home school and the Bronx STEAM Center, where they will gain hands-on experience working alongside industry professionals in a workplace-simulated environment. Our launch pathways include: Certified Nursing Assistant, Certified Clinical Medical Assistant, and Cybersecurity.

We are looking for educators with industry experience in Nursing Assisting, Medical Assisting, or Cybersecurity who are passionate about hands-on, career-connected learning. Ideal candidates are committed to fostering inclusive and empowering learning environments and bring an innovative mindset to inspire, mentor, and equip the next generation of leaders and changemakers.

The Bronx STEAM Center aims to equip students with the skills, experiences, and guidance needed to thrive in high-demand careers. Through deep collaboration with employers, higher education, and community partners, the Bronx STEAM Center will provide industry-aligned, project-based learning, work-based opportunities, access to early college credits and career credentials and personalized college and career advising. Our goal is to ensure students don’t just enter middle-skill jobs—they launch into lifelong career growth and economic mobility.

We are excited to be working with Montefiore Medical Center as our anchor industry partner. As one of the leading healthcare networks in the city, Montefiore plays an important role in advising on relevant industry certifications, workplace expectations, and providing meaningful work-based learning experiences for Bronx STEAM students.

A 3-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.
* Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
* Additional creative and enrichment career-aligned CTE opportunities that are outside of teachers’ contractual obligations, within the scope of a teacher’s responsibilities.

*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, bilingual Spanish preferred, 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:

| * Developing and implementing curriculum and assessments that are aligned to Career Development Occupational Studies Standards, NYS Health Science Education Standards (if applicable), and certification requirements.
* Collaborate with industry professionals to modify curriculum and ensure alignment of curriculum, professional skills and expectations to varied workplaces.
* 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
* Actively seek feedback from industry professionals to continuously revise curriculum and ensure alignment to workplace expectations.
* 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
* Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences
* Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration
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**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

| * Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
* Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
* Ability to leverage industry-relevant experiences to create hands-on learning projects aligned to industry needs.
* Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
* 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 commitment to continuous professional growth (i.e. professional development, formal education, outside reading
* Evidence of commitment to continuously align teaching practices to both workplace expectations and evidence-based practices in education.
* 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.
* Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
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In addition to the cover letter, resume, and interview, teacher candidates may 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