**School Name:** P089R, Staten Island Rise Academy

**District:** 75

**School Site:** R121: 4074 Victory Blvd., Staten Island, NY 10314 & R026: 4108 Victory Blvd., Staten Island, NY 10314

**Send Cover Letter, Resume, and Portfolio to:** [SIRiseAcademy@schools.nyc.gov](mailto:SIRiseAcademy@schools.nyc.gov)

**POSITIONS**

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, Students with Disabilities (Birth-6, 7-12), Physical Education, English to Speakers of Other Languages, Music, Visual Arts

**DESCRIPTION**

**Mission:** At SI Rise Academy, our mission is to empower every student to reach their full potential by providing personalized instruction and tailored support in a nurturing, inclusive environment. We achieve this by recognizing and celebrating each student’s unique strengths and fostering independence, self-advocacy, and social-emotional growth. Through differentiated teaching strategies, collaboration with families and the community, and a focus on life skills development, we create meaningful learning experiences that equip students with the confidence and abilities needed to navigate the world.

**Core Values:** **R**-Resilience; **I**-Independence; **S**-Self-Advocacy; **E**-Empowerment

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:

* In-house school committees and/or special programs.
* Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation

*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:

| * Collaborating with colleagues to write/plan units, write interim assessments, analyze/reflect on student work samples, share teaching strategies, visit peer classrooms, and develop best practice pedagogy that supports early learning development and the foundational milestones of learning across all subject areas * Developing and implementing standards-aligned curriculum and assessments that are informed by the school’s mission and guiding principles of learning and development, and that incorporate students’ needs and goals included in individual education plans (IEPs) * Using data gathered through formative and summative assessments to guide instructional planning * Practicing an open-door policy and developing best practices to facilitate professional growth and collaboration with colleagues, staff of co-located schools, families and community partnerships * Developing an individual professional growth plan in collaboration with the Principal and/or Assistant Principal 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 vision, values expectations grounded in social emotional learning and positive behavior supports * Undertaking 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.) * 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

| * Ability to incorporate hands-on and cooperative learning activities in classroom instruction * Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area * Evidence of willingness to collaborate in an interdisciplinary fashion with teachers in all content areas * Experience or willingness to learn how to effectively use technology in the classroom to improve student learning * Ability to plan, implement and evaluate individual, small group, and whole-class instruction * Success at collecting, monitoring and analyzing student data through the use if formative assessments to drive instruction and improve student academic and social achievement * 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 * Evidence of strong collaborative and team skills * Evidence of success in working collaboratively with colleagues and parents/caregivers |
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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