

Teacher/Advisor Job Description

You can work anywhere, so what is in it for you, an educator who wants to make a difference?

Before we turn to the nuts and bolts of what our school is about and what being a teacher at Leadership entails, let's talk about what's in it for you. Leadership High is first and foremost a learning community—for both adults and youth—meaning that one of our core values pushing ourselves as educators, supporting one another to challenge the status quo, and sharing a vision that reaching our students—each of whom is talented, each of whom is an asset to our community—to help them achieve their unique greatness is our most important work. You will have a coach, you will have a grade level team to collaborate with, you will have a department lead to provide feedback on lesson plans. You will also be asked to extend yourself in the micro- and macro- aspect that come with being a leader in a community with quite a few high-needs students. We are all this critical and challenging work together; your colleagues will remind you that your failures are opportunities to grow and learn and your successes will be recognized and rewarded and celebrated by the administration and your colleagues. Still interested? Please read on.

School Mission and Description

Leadership High School is an independent public charter high school in San Francisco which was founded in 1997. (The school is not affiliated with any charter management organization.) Our mission is to provide our youth with an excellent education that prepares them for success in college and to be leaders in their communities. Our vision is to achieve this mission by ensuring that every child is *known well* by at least one adult and by fostering a *learning community* that, based in *inquiry*, is focused on *equity* and *diversity*. Our rigorous program prepares 100% of our students, most of whom are members of groups traditionally underserved in public education, for college. Graduation is based on completion of the UC A-G requirements, Exhibition, Portfolio Defense, and mastery of our four School-Wide Outcomes of Communication, Personal Responsibility, Social Responsibility, and Critical Thinking.

Teacher/ Advisor Job Qualifications

- ❖ Belief that all students—regardless of background—are capable of high achievement and college-readiness
- ❖ Exceptional content knowledge, strong backward planning, demonstrated skill scaffolding rigorous curricula
- ❖ Ability to work well across difference with students, parents and colleagues
- ❖ Commitment to serving in a community that is mission and vision driven
- ❖ Demonstrated will and skill in closing the achievement gap
- ❖ Experience and interest in school reform
- ❖ Willingness and experience serving as a generalist first and specialist second
- ❖ Desire to take a leadership role in school community
- ❖ Current California Single Subject Credential; passing CBEST scores; fingerprinting clearance; current immunizations; proof of work experience and transcripts all required prior to hiring

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Specific Expectations:

- ❖ Provide rigorous curriculum in four sections of classes (or equivalent assignment) of ~25 students each
- ❖ Support students to succeed through alternative and fair approaches to assessment as well as discipline; perform academic and behavior intervention as needed to support student success
- ❖ Maintain accurate records of students' grades and attendance and submit them within the required time
- ❖ Participate in grade level and department meetings to carry out grade and department specific business; align and deepen curriculum; improve pedagogy; and establish and nurture collegial relationships
- ❖ Establish and be held accountable to annual student achievement goals (including but not limited to standardized assessment)

General Expectations:

- ❖ Work a 190-day work year with expectation that all job requirements are fulfilled;
- ❖ Participate in student retreats at the start of the year;
- ❖ Practice LHS's agreed upon norms, adhere to LHS processes and policies, and consider the big picture of schooling when considering decisions;
- ❖ Support the Principal in the design and/or implementation of Professional Development based on needs of students and school;
- ❖ Participate fully in all staff development (each Wednesday in addition to the 15 Staff Development days) and staff collaboration; this may include but is not limited to Critical Friends Groups, Advisory, committee work, department work, grade level work;
- ❖ Design and lead a Week Without Walls (intersession) course;
- ❖ Serve as an academic advisor to a group of ~15-20 students (depending on grade level);
- ❖ Hold weekly office hours
- ❖ Participate fully in Back to School Night and Family Meeting Weeks;
- ❖ Chaperone and attend a minimum of five extracurricular events to include two dances and/or other extra-curricular student events, one parent association meeting/event, one LHS Board meeting and one enrollment info session;
- ❖ Support the Principal and Dean with supervision of students before, during, and after the school day;
- ❖ Maintain daily communication using phone messages and email;
- ❖ Participate in peer coaching process as part of larger evaluation process;
- ❖ Conduct an end-of-year self assessment as part of a larger evaluation process;
- ❖ Participate in school wide inquiry work.

Interested applicants are asked to submit cover letter, resume, and credential. These can be submitted via EdJoin or emailed directly to Corinne Benson, Director of Administration, cbenson@leadershiphigh.org