

**Secondary Special Education Teacher - Grades 9-12**  
**2025-26 School Year**  
**New Roots Charter School**

At New Roots Charter School, each teacher is an essential member of an interdisciplinary, grade-level team charged with providing students with meaningful educational experiences consistent with the school's mission, vision and charter as a model of education for sustainability and justice. To learn more about New Roots Charter School, visit our web site at [www.newrootsschool.org](http://www.newrootsschool.org).

**Position Purpose**

- Under the general supervision of the School Principal and Academic Dean, to maximize the learning experience of students with special needs, in academics, interpersonal skills and activities of daily living by implementing school-approved curriculum; documenting teaching and student progress/activities, outcomes; addressing students' specific needs; providing a safe and optimal learning environment.

**Essential Functions**

- Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning.
- Participates in Committee on Special Education meetings and assists in developing Individual Educational Plans ("IEP") for students.
- Assists students and teaching staff in implementing students' IEP's and behavior management plans.
- Coordinates with outside agencies, organizations and institutions, including state and federal authorities as needed.
- Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with social work services.
- Serves as ready resource to students and parents to provide counseling that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships with members of institutions of higher learning and the business community.
- Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- Encourages parental involvement in students' education and ensures effective communication

with students and parents.

- Assists in the orientation of new teachers, and provides in-service training in guidance.
- Selects and requisitions appropriate books, aids and other supplies and equipment and maintains inventory records.

### **Additional Duties**

- Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.
  
- Performs essential duties and responsibilities of New Roots teachers as assigned, including:
  - Effectively instruct students in assigned content area(s) with the overall goal of engaging student learning.
  - Work as part of interdisciplinary team and within content areas, planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
  - Set clear short-term and long-term goals to drive instruction.
  - Develop weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review student work.
  - Consistently assess student progress, record results, and issue meaningful reports to inform parents of progress.
  - Systematically collect and analyze data from diagnostic, formative, and summative assessments, and use this analysis to inform instruction and student intervention plans.
  - Meet student performance goals as defined by the school, the school Accountability Plan, and individual student plans.
  - Submit regular data reports to school leadership at requested intervals.
  - Working individually, as a grade level team, and with the student support team, create and implement student intervention plans when a student shows any sign that he/she may be at risk of academic failure in one or more courses. Track and share data to demonstrate effectiveness of interventions, and modify interventions in response to that data.
  - Maintain the school's student management policies and procedures (i.e. attendance records, etc.) and report to the school administrators when necessary.
  - Maintain effective supervision and discipline in the classroom.
  - Work with other teachers, support personnel and administrators to address and resolve student issues.
  - Provide necessary accommodations and modifications for growth and success of all students.
  - Participate in faculty and professional meetings, team meetings, task forces, educational conferences, and teacher training workshops.
  - Facilitate an advisory group, acting as a mentor to students, developing advisory curriculum within established guidelines, coordinating communication between faculty

members regarding students in the advisory, and serving as first point of contact for parents.

- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, attending and presenting at school events after hours, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Encourages parental involvement in students education and ensures effective communication with students and parents.
- Ensures that student conduct conforms to the school's standards and policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.

Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

### **Equipment**

- Uses standard office equipment such as personal computers, printer, copy and fax machines, and telephone.

### **Travel Requirements**

- Travels to professional meetings as required.

### **Skills, Knowledge, Abilities**

- Knowledge of Special Education principles, theories, testing, methods, etc. as well as proven methods of maximizing the educational experience of students with special needs.
- Knowledge of differentiated instruction based upon student learning styles.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

**Physical and Mental Demands, Work Hazards**

- Works in standard office and school building environments. Occasional field trips involving outdoor and physical activity such as hiking.

**Qualifications Profile**

- Passion and skills to create a school that stands apart from other public high schools: a learning environment that is highly motivating, supportive, and rigorous.
- Willing to work within public school requirements for positive change.
- Experience with and commitment to working with racially, culturally, ethnically and economically diverse populations.

**Certification/License:**

- NYS certification in secondary special education.
- Multiple subject endorsements as a high school teacher highly desirable.

**Education:**

- Bachelor's degree from an accredited college or university in discipline applicable to teaching assignment.
- Masters Degree in related area preferred.
- Education degree preferred.

**Experience:**

Successful prior teaching experiences in secondary special education and/or alternative education are a plus.

**FLSA Status: Exempt**