



**Capital Area School for the Arts
Charter School**

Position: Anticipated High School English Teacher

Reports To: Principal

SUMMARY

A teacher makes plans and sets goals based on the curriculum to be learned, their knowledge of students, and their instructional context. A teacher establishes and maintains a purposeful and equitable environment for learning. A teacher engages students in learning by using a variety of instructional strategies. A teacher demonstrates professionalism in aspects that occur in and beyond the classroom/building.

ESSENTIAL DUTIES AND RESPONSIBILITIES

A. Planning and Preparation

- Teacher's performance will demonstrate:
 - Knowledge of content and pedagogy.
 - Knowledge of Pennsylvania's Academic Standards / Common Core State Standards.
 - Knowledge of students and how to use this knowledge to inform instruction.
 - Appropriate instructional goals that reflect standards and moderated expectations for students.
 - Awareness of resources, materials, or technology available through the school or professional organizations.
 - Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence with adaptations for individual student needs.
 - Appropriate assessments of student learning aligned to the instructional goals and adapted as needed for student needs.

B. Classroom Environment

- Teacher's performance will demonstrate:
 - Expectations for student achievement with value placed on the quality of student work.
 - Attention to equitable learning opportunities for students.
 - Appropriate and respectful interactions between teacher and students and among students.
 - Effective classroom routines and procedures resulting in little or no loss of instructional time.
 - Clear standards of conduct and effective management of student behavior.
 - Safe and organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

C. Instructional Delivery

- Teacher's performance will demonstrate:
 - Appropriate communication of procedures and clear explanations of content
 - Use of questioning and discussion strategies that encourage many students to participate
 - The engagement of students in learning and adequate pacing of instruction
 - The use of constructive feedback to students on their learning.
 - The use of informal and formal assessments to meet learning goals and to monitor student learning
 - Flexibility and responsiveness in meeting the learning needs of students.

D. Professionalism

- Teacher's performance will demonstrate:
 - Adherence to school procedures and regulations related to attendance, punctuality, and the like
 - Knowledge of Professional Code of Conduct and the commitment to professional standards
 - Compliance with the school's requirements for communicating with families regarding student needs/improvement
 - Participation in professional development events/opportunities, consistent application of new learning in the classroom and sharing of learning with colleagues
 - Respectful, courteous, and professional interactions with students, colleagues, other employees, parents, and members of the community.

E. Other

- The teacher performs all other duties as assigned by the Principal.
- Duties specific to the Educational Professional position are listed below:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

4/15/2024

WORK ENVIRONMENT & PHYSICAL DEMANDS CHART - TEACHER

PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%	PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%	PERCENTAGE OF WORK TIME	1-33%	34-66%	67-100%
1. Standing/Walking	X			16. 51 Pounds or more	X						
2. Sitting		X		DOES THIS JOB REQUIRE?				EXCHANGE OF IDEAS:			
3. Twisting	X			17. Working in hot, cold, wet surrounds	X			31. Ability to express or exchange ideas			X
4. Lifting/Carrying	X			18. Working outdoors	X			32. Ability to understand communication of others with or without adaptive devises.			X
5. Pushing/Pulling	X			19. Working with or near chemicals	X						
6. Climbing (Ascending descending)	X			20. Potential exposure to communicable diseases	X			Obtaining impressions through the eyes of the shape, size, distance, motion, color or other characteristics of objects with or without adaptive devises.			
7. Bending/Stooping	X			21. Working near radiation sources	X			THE MAJOR VISUAL FUNCTIONS ARE:			
8. Using arm muscles frequently or for extended periods.		X		22. Working with hazardous waste materials	X			33. Acuity, far - clarity of vision at 20 feet or more.		X	
9. Using leg muscles frequently or for extended periods.	X			23. Utilizing essential upgraded or adaptive equipment as industry standards require	X			34. Acuity, near - clarity of vision at 20 inches or less.			X
10. Using back muscles frequently or for extended periods.	X			24. Using hand tools	X			35. Depth perception - three-dimensional vision. The ability to judge distance and space relationships so as to see objects		X	
LIFTING REQUIREMENTS				25. Operating vehicle	X			as they actually are.			
11. 2 - 10 Pounds		X		26. Potential for cuts and bruises	X			36. Field of vision - the area that can be seen up and down or the right or left while the eyes are fixed		X	
12. 11 - 20 Pounds	X			27. Using a calculator	X			on a given point.			
13. 21 - 30 Pounds	X			28. Using a personal computer			X	37. Accommodation - adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distance from the eye.			X
14. 31 - 40 Pounds	X			29. Regular Attendance/ Punctuality			X	38. Color vision - the ability to identify and distinguish colors.	X		
15. 41 - 50 Pounds	X			30. Ability to do Math Literate			X				