

Position: PARAPROFESSIONAL



JOIN OUR TEAM!

At Charter Arts, creativity and community abound! Come join our team of artists and educators to ensure that ALL students have access to a rigorous and engaging learning environment in a creative and collaborative arts high school.

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www.CharterArts.org

- VISION:** To develop the next generation of collaborative artists and innovative thinkers who will impact the world with their unique vision and voice.
- MISSION:** Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative, academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence this integrated educational experience inspires all students to believe in themselves and what they can accomplish.
- TO APPLY:** Submit your cover letter, resume, three letters of recommendation, certification (if applicable), and clearances as one PDF document to jobs@charterarts.org. This position is available immediately.

Lehigh Valley Charter High School for the Arts (Charter Arts) is a non-profit 501(c)3 tax-exempt corporation founded in 1998. Charter Arts is an Equal Opportunity Employer. We consider applicants for all positions without regard to race, color, religion, creed, gender, national origin, age, disability, marital or veteran status, sexual orientation, or any other legally protected status.

<p>Job/Position Specific Requirements:</p> <ul style="list-style-type: none">• Prior experience working to support students in special education in varied settings• Experience in behavior management procedures, various software applications, including G Suite, and assistive technology hardware, software, and apps• Prior experience working with high school students preferred• Must hold a bachelor’s degree from an accredited institution; teacher certification not required• Must hold acceptable background checks and school clearances• Work under the overall supervision of the building Co-Principals with direct supervision by the Assistant Principal
<p>Reporting Relationship(s): Assistant Principal, Coordinator of Special Education, & Director of Specialized Services</p>

JOB PURPOSE

At Charter Arts, we know that relationships come before content, and that students are more likely to learn when they are positively engaged in class with a teacher and peers with whom they have positive relationships. To the same extent, we expect our Paraprofessional to build quality relationships with the parent/guardian(s) of students in Special Education. As a member of the Faculty and Staff, we expect that our Paraprofessional will assist in creating a safe space where students feel comfortable sharing their voices as equity, diversity, inclusion, and accessibility are organizational imperatives. Our Special Education Professionals maintain these same expectations as they support students in our Academic Support classroom, push-in support, and through case management. The Paraprofessional is an essential partner in the working relationships with their assigned students and their core and artistic teaching colleagues. Moreover, all Charter Arts educators must meet their students’ needs academically, socially, and emotionally and are expected to be reflective practitioners always striving to improve their instruction, classroom experience, and contribute to Charter Arts’ vision and mission.

Essential functions of the job may include but are not limited to the following:

Instructional Paraprofessionals in a special education program setting must assist in the educational and social development of students both inside and outside of the classroom to enable them to fully participate in school wide activities, implement their Individualized Education Plans (IEPs), and monitor student progress. The paraprofessional will be required to work with other professionals, which may include speech therapists, social workers, occupational and physical therapists, etc.

Domain 1: Planning and Preparation

- Understand and implement the students' Individualized Education Program (IEP) goals and objectives as well as any specially designed instructions, accommodations and modifications, transition activities, and behavior support plans to ensure student success
- Utilize knowledge of the social, emotional, medical, and academic needs of individual students obtained through collaboration with teacher and/or specialist
- Collaborate with the teacher and/or related service providers about the plans and implementation of activities and resources for the students
- Work with students in a variety of ways, which may include individual, small group, or whole group settings, in the school and/or in the community, as prescribed by instructional programs
- In an inclusionary environment, the paraprofessional is not limited to working solely with students who have IEP's and must also work with regular education students to provide support if/when necessary

Domain 2: Classroom Environment

- Ensure the safety of the students within all school and community environments
- Ensure student confidentiality and maintain dignity and respect for each student at all times

Domain 3: Instruction

- Assist in ongoing monitoring of students' progress, which may include assessing, data collection and analysis, etc.
- May assist teacher or independently perform routine tasks such as, but not limited to: classroom duties, record keeping, checking and grading papers, gathering/preparing materials for students, assisting with set-up/clean-up of classroom activities, operating multimedia equipment

Domain 4: Professional Responsibilities

- Communicate essential student information, progress, and concerns to the assigned teacher, related service provider, or assigned administrator
- Support in maintaining discipline of students using behavior management plans as directed by the Coordinator of Special Education, case managers, and classroom teachers
- Use initiative to solve problems and communicate issues with Coordinator of Special Education, case manager, and classroom teachers as needed
- Engage in ongoing professional development to learn about the role of the paraprofessional and earn required number of training hours annually
- Attend staff and departmental meetings to stay up-to-date on schoolwide matters, i.e. school safety, etc.
- Assist with self-help training if required by assignment

CRITERIA FOR SELECTION:

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:

- Support the mission of Charter Arts
- Ability to establish and maintain positive, cooperative, and effective working relationships with others

- Ability to communicate effectively orally and in writing
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Must have and maintain high expectations for all students
- Demonstrates creativity and leadership
- Knowledge and implementation of relevant technology
- Ability to work outside of regular school hours, including nights and weekends, when necessary and/or when outlined by your supervisor to help support the mission and vision of the school

PHYSICAL QUALIFICATIONS:

This list covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities, the inclusion of which would be in conformity with the major purpose of this job.

- Ability to operate office equipment; ability to use computer technology and digital cameras efficiently; must appropriately handle confidential information; ability to use AV equipment for group meetings, presentations, projectors, and video equipment.
 - Physical - Sit: 40% Drive: 5% Walk/Stand: 55%
 - Body Movements: Manual dexterity to use office equipment and repetitive movement of fingers and hands for keyboarding
 - Lifting: Moderate lifting from 15 to 30 pounds
 - Mental - Ability to follow written and verbal directions using correct grammar, sentence structure, and spelling. Ability to interpret, analyze and problem solve both written and verbal communications.
 - Environment - Artistic high school environment.
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Once your application is reviewed, you may be contacted for a phone interview. Since we are hiring for various positions, it may take us some time to review your application materials and begin the interview process for the position for which you applied. Final interview candidates are required to submit up-to-date Act 168, 19, state and federal criminal background checks, and their child abuse clearance to be considered for employment at the Lehigh Valley Charter High School for the Arts. All application materials will be saved for a period of up to three years.