



## Harmony Academy Teacher Job Description

*The teacher supports the academic program at Harmony Academy, facilitating learning and teaching classes and electives that match the program's needs. Harmony Academy has open enrollment throughout the year, and a small, high-needs population. The position requires the skill and willingness to respond to the changing needs of the classroom and the program as a whole. The full-time teacher is flexible and collaborative, acting to support their own classroom, their fellow staff, and the larger school program.*

**Reports to:** Harmony Academy Principal

**Nature & Scope:** The teacher works with the Harmony Team to support students as they work towards high levels of individual academic growth and personal recovery from substance use disorders. Harmony Academy staff possess the willingness to cooperate and follow agreements and directives, while acting skillfully and creatively in the best interest of young people. The full-time teacher strives each day to meet the goal of the school and its mission to provide a safe, sober, supportive gold-standard education for youth in recovery, where students develop the skills and strengths needed for personal, academic, vocational and community success.

### **Essential Qualifications**

- A current TSPC license OR subject matter expertise and ability to charter register
- Flexibility to the needs of a program in its second year
- Responsiveness to a tremendous variety of academic and social/emotional needs, in a school with open enrollment and multi-age classrooms
- Creative differentiation to meet the needs of mixed-age, mixed-needs classrooms
- High expectations and instructional moves that facilitate risk-taking and growth
- A natural ability to build authentic relationships with teens
- Ability to pass an initial drug screening, and random drug screenings over the course of employment

### **Successful candidates will:**

- Firmly believe that all young people can learn and grow—students in recovery can be highly successful at school and at life
- Possess a deep understanding of the conditions that support recovery
- Be committed to social justice through public school education
- Maintain unconditional positive regard for all students, staff, families and colleagues
- Encourage students to build self-awareness, self-management, and relationship skills
- Possess strong academic skill and content knowledge in more than one discipline
- Connect well with students, families and the larger school community
- Exhibit exceptional interpersonal and collaborative skills
- Maintain collaborative and collegial relationships with staff and outside supports (be a team player)
- Participate eagerly in opportunities to learn about recovery, recovery schools, and other essential topics
- Recognize students' different needs, abilities and interests, and be flexible to adjusting instruction to meet those different needs, abilities and interests
- Possess a working knowledge of common core standards for high school, graduation requirements, and the broad range of post-secondary opportunities
- Understand and attend to the impacts of implicit bias in teaching and education

### **Selection Factors**

- Experience in secondary education, especially with marginalized or underserved youth
- Concrete ideas about how to motivate, inspire and educate students in recovery (who may be significantly “behind” in credits)
- Effective organizational skill and ability to schedule the workload and manage time to meet the needs of the students and the program
- Teaching philosophy and instructional techniques that capitalize on strengths and support a “growth mindset” in all students
- Ability to work with individuals, small groups, and larger groups of 25-35 students
- Flexibility and confidence in supporting learning in core content areas, designing and leading electives and groups, and supporting online learning
- Ability to work with a minimum of supervision
- De-escalation, conflict-resolution and problem-solving skills
- Ability to establish and maintain positive working relationships with students, administrators, parents and co-workers
- Ability to maintain an appropriate and high level of confidentiality regarding students, staff and other individuals
- Ability to show up regularly, predictably, and on time
- Experience balancing compassionate, heart-filled work with self-care

## **Job Duties and Responsibilities**

- Flexibly accommodate new students as they arrive
- Support learning by helping students to focus, ask good questions, plan and follow through
- Establish clear paths for students through the online and teacher-designed curriculum and communicate clear goals and objectives to students
- Differentiate and scaffold courses to meet the needs of students
- Work with a team to create an engaging program that moves a changing cohort of students toward graduation and post-secondary opportunities
- Creatively integrate social and emotional learning with academic coursework
- Model spiritual principles that support recovery (honesty, open-mindedness, willingness, love, acceptance, patience, courage, etc.)
- Help keep students accountable and responsible for their own choices, to each other, and to sobriety
- Work with school policies
- Abide by established organizational procedure, especially those related to health, safety, and recovery of students
- Meet and instruct assigned classes in the locations and at the times designated (showing up for students); provide plans for substitutes
- Evaluate students to monitor success, maintaining accurate and up-to-date records
- Collaborate with Lake Oswego special education staff to meet the IEP goals of students as needed
- Communicate regularly with students and teams about progress
- Work with students to develop agreements about harmony, safety, and order in the classroom
- Communicate and maintain strong and appropriate boundaries with students
- Provide support and direction to students, making independent judgments as needed to support a peaceful and productive climate in the classroom and on the campus as a whole
- Demonstrate commitment to restorative practices
- Take care in creating a trauma-informed classroom environment
- Work harmoniously with others
- Communicate honestly and skillfully with adults and young people
- Attend staff meetings and serve on staff/school committees as required
- Represent and support the mission of the school
- Attend major Harmony events and info sessions
- Other duties as assigned