



BOSTON COLLEGIATE CHARTER SCHOOL 2018-2019 Teacher Openings

BCCS was founded in 1998 with a simple yet ambitious mission: to prepare each student for college. We have grown from 120 students in grades 5 through 7 to 700 students in grades 5 through 12.

- 100% of BCCS's graduating classes have been accepted to college. The majority of our students will be the first in their families to earn college degrees.
- In 2017, 100% of BCCS students scored Advanced or Proficient on the 10th grade ELA MCAS exam, and 97% of BCCS students scored Advanced or Proficient on the 10th grade Math MCAS. Additionally, 100% of BCCS students scored Advanced or Proficient on the 9th grade Physics MCAS exam.
- The school accepts students by random public lottery.

Current Openings:

We are looking for a smart, problem-solving, self-reflective, and passionate SPECIAL EDUCATION TEACHER who wants to be part of a dynamic team to help continue to BUILD a school and to SHAPE its future direction. Our teachers:

- believe we must all do whatever it takes to ensure all students are not only accepted to college but graduate successfully from college;
- believe in measuring student academic achievement in tangible ways;
- believe that data should drive instruction and that curriculum should be based on clear and rigorous standards;
- believe in reflecting on their performance with the desire and humility to grow in and improve upon their craft in the interest of student achievement;
- believe in having the highest expectations for all students and not making excuses for them, the school, or staff;
- believe that students, families, teachers, and school leaders should be held strictly accountable for their work;
- believe in building a positive school culture where respect, enthusiasm, effort, achievement, perseverance, community, and hard work are valued; and
- believe that for every problem, there is a solution, and that if we can't find the answer immediately, we simply work longer, harder, and smarter.

In this role, you would be:

- teaching, co-teaching, and/or providing testing accommodations up to 24 periods per week (when a schedule has a total of 34 periods per week) or up to 25 periods per week (when a schedule has a total of 35 periods per week), including providing testing coverage for the number of periods per week necessary to bring the total number of periods to 24 or 25, should the assigned course load fall below 24 or 25 periods;
- serving as a point person to the Middle School staff, responsible for monitoring progress of students with disabilities;
- setting up and holding regular meetings with content area teachers to track progress of students with disabilities, assist with modifications and accommodations, and review lesson plans;
- serving as an Advisor to students or in another commensurate role;
- writing complete IEPs within the time allotted for compliance;
- participating in or chairing IEP team meetings and supporting the documentation process before and after those meetings;
- providing regular support and previewing to students during advisory;
- providing substitute coverage one period per quarter;
- providing at least two hours of tutoring and/or enrichment programming to students per week with exact assignments to be agreed upon with the Middle School Principal;
- participating in lunch coverage, hallway transitions, and student arrival and departure;



- supporting afterschool programming (extracurricular activity or Homework Support/Detention coverage) equivalent to one quarter of the school year;
- attending and/or chaperoning afterschool and evening events;
- meeting and speaking with families regarding their children's academic and behavioral performance and progress;
- engaging in school-based professional development activities directed toward improved teacher practice, student achievement, and school improvement; and
- other such duties as the Middle School Principal or Director of Student Support may from time to time request commensurate with the Employee's position.

The Employee shall devote his/her entire working time and attention exclusively to the performance of his/her duties hereunder. With the promotion of student achievement in mind, the Employee agrees to perform all of his/her duties diligently, enthusiastically, and to the best of his/her ability in accordance with the guidelines and procedures listed in the School's Student Handbook, Collegiate Playbook, or other School publications.

Candidates should be able to demonstrate mastery of subject knowledge, a proven ability to manage a classroom, the desire and ability to work up to the standards of a high-performing team, and an entrepreneurial spirit and approach to teaching and school reform. Ideally, candidates will have prior experience in an urban school.

To apply, please visit <https://www.bostoncollegiate.org/careers/>. No telephone or email inquiries, please.

More information about Boston Collegiate Charter School may be found at www.bostoncollegiate.org.

*Boston Collegiate is an equal opportunity employer. Accordingly, we make employment decisions without regard to race, color, religion, national origin, age, gender, gender identity, sexual orientation, veteran status, genetic information, or disability.
Boston Collegiate is committed to building a supportive and inclusive workplace that reflects the diversity of Boston.*