



Learning Support Teacher

Bear Creek Community Charter School is seeking qualified candidates for the position of Learning Support Teacher. This is a full-time, ten month position for 198 days per year. Candidates must have, at minimum, a Bachelor's Degree in Education or related field and a valid Pennsylvania Special Education PK-8 teaching certification.

This position requires a dynamic, creative individual with a willingness to embrace a culture of continuous improvement for the benefit of students.

Knowledge of the Individuals with Disabilities Education Act, current educational trends, assessment practices and Common Core standards is critical.

Bear Creek Community Charter School offers full-time employees a competitive starting salary, comprehensive benefit package, performance-based annual bonus, free daily meals and a rewarding work environment.

Please submit a Standard Pennsylvania Teaching Application with appropriate attachments to:

Human Resources
Bear Creek Community Charter School
30 Charter School Way
Bear Creek Township, PA 18702

Bear Creek Community Charter School is an Equal Opportunity Employer.



JOB DESCRIPTION

Title: Learning Support Teacher

Status: Full Time

Reports To: Director of Intervention &
Support Services

FLSA: Exempt

Position Description

Responsible for providing effective classroom and small-group instruction to students following school curriculum and each student's Individualized Education Program.

Essential Functions

1. Provides instruction to special education students on caseload in accordance with their individualized education program (IEP).
2. Develops lesson plans and instructional materials to address student's individual needs.
3. Works cooperatively with regular education teacher and related service staff and when appropriate, outside agencies to coordinate student's program and provide appropriate level of support.
4. Coordinates services for students on caseload by being the case manager by preparing all five essential documents and other documents (i.e. progress reports) adhering to timelines. The five essential documents are the PTRE-Permission to Reevaluate, ER-Evaluation Report, Invitation to Participate in an IEP Team Meeting or Other Meetings, IEP-Individualized Education Program, and the NOREP-Notice of Recommended Educational Placement.
5. Collects data and provide ongoing progress monitoring for students on their caseload.
6. Collects and documents ESY-Extended School Year data to determine eligibility. Provides this information to the Director of Intervention and Support Services.
7. Participates actively in the Multidisciplinary team and IEP meetings as appropriate.
8. Provides staff development on particular needs of students on caseload in regards to characteristics of a disability, interventions, strategies, teaching methodologies, and modifications when needed.
9. Prepares Functional Behavior Assessments and Behavior Plans when necessary.
10. Attends other meetings and seminars as required.
11. Adheres to school policies as well as state and federal requirements.
12. Adheres to professional, ethical, and legal standards.

Core Competencies

Values and Integrity: Adheres to core values and beliefs during both good and tough times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches; is widely trusted; truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; doesn't blame others for his/her own mistakes or misrepresents him/herself for personal gain or protection.

Dealing with Ambiguity: Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty.

Communication: Provides the information people need to know to do their jobs and feel good about being a member of the team; provides direct feedback and information to individuals so that they can make accurate decisions; is timely with information. Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees; is able to write clearly in a variety of communication settings and styles.

Action Oriented: Enjoys working hard; is action oriented and full of energy for the things that he/she sees as challenging; not fearful of action with little planning; seizes opportunities when they arise; doesn't hold back anything that needs to be said; does whatever it takes to get the job done despite resistance. Pursues everything with energy and drive; rarely gives up before finishing.

Composure: Is cool under pressure; does not become cynical, moody or hostile when times are tough; is not knocked off balance by the unexpected; is a settling influence in a crisis; takes unpopular stands if necessary; faces difficult situations with guts and tenacity.

Knowledge: Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Knowledgeable about how the organization functions; understands how to get things done using both formal and informal channels; understands the origin and reasoning behind key policies, practices, and procedures.

Organizing: Can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner; understands how to separate and combine tasks into efficient work flow;

Setting Priorities and Problem Solving: Spends time on what's important; quickly zeros in on the critical few and puts the trivial aside; can quickly sense what will help or hinder accomplishing a goal; eliminates roadblocks; creates focus; solves problems with effective solutions; probes all fruitful sources for answers; looks beyond the obvious and doesn't stop at the first answer.

Commitment & Dedication: Can be counted on to exceed goals; pushes for results; is dedicated to providing the highest quality service which meets the needs and requirements of both internal and external customers; is committed to constant improvement; commitment to team success evident in actions.

Customer Focus: Is dedicated to meeting the expectations and requirements of internal (supervisor, co-worker, Board of Trustees) and external (students, parents) customers; gets first-hand customer information and uses it for improvements in services; talks and acts with customers in mind; establishes and maintains effective, positive relationships with customers and gains trust and respect. Relates well with all kinds of people; builds effective relationships; uses diplomacy & tact.

Technical Learning: Picks up on technical things quickly; can learn new skills and knowledge; is good at learning new procedures, requirements, software applications, etc.

Job Specifications

The following represents the qualifications that have been identified by the Board of Trustees of the Bear Creek Community Charter School as to individuals serving in the role of Learning Support Teacher

The employee should have a Bachelor's Degree with valid Pennsylvania certification and a minimum one-year practical work experience working with children with educational disabilities.

Candidate must also demonstrate the ability to:

- Maintain a clean and organized work environment.
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner.
- Be courteous, professional and tactful at all times. Display a professional appearance.
- Effectively utilize technology for individual communication, research and statistical reporting.
- Use good judgment; Make sound decisions within parameters of authority.
- Utilize effective interpersonal skills to interface diplomatically with teachers, administrators, parents, students, support staff, outside professional contacts, and the community.
- Support a shared vision within the school community.
- Be respected as an adult learner and as an individual.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.
- Employee must also possess knowledge of elementary programs and curriculum.

The Learning Support Teacher will be required to use hands to finger, handle or feel objects, tools or controls, and to talk and hear; Sit and occasionally be required to stand, walk, stoop, kneel and crouch; Have specific vision abilities, to include close vision, color vision, and the ability to adjust focus; Have the ability to lift and/or move up to 25 pounds; and possess effective communication, judgmental, planning and human relations skills, and will be required to work under periods of stress due to the level of the position responsibility.

To perform this job successfully, an individual must be able to satisfactorily fulfill the functional roles described above. The requirements listed in this job profile 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.

Special Requirements

Employee must be willing to work additional hours/overtime as requested.

Employee is required to obtain a state and federal criminal background check, along with a Pennsylvania child abuse clearance verification. This must be done within 30 days of hire with results that are satisfactory to school leadership

In a standard work day, employee may:

Stand/Walk	() None	(X) 1-3 Hours	() 4-6 Hours	() 7-8 Hours
Sit	() None	() 1-3 Hours	(X) 4-6 Hours	() 7-8 Hours
Drive	() None	(X) 1-3 Hours	() 4-6 Hours	() 7-8 Hours

Employee may use hands for repetitive:

(X) Single Grasping () Pushing & Pulling (X) Fine Manipulation

Employees may need to:

Bend	() Not at All	(X) Frequently	() Occasionally
Squat	() Not at All	() Frequently	(X) Occasionally
Climb Stairs	() Not at All	() Frequently	(X) Occasionally
Lift	() Not at All	() Frequently	(X) Occasionally

Employees may need to:

- (X) Sedentary Work – Lifting 10 pounds occasionally with frequent sitting and occasional standing/walking.
- () Light Work – Lifting 20 pounds occasionally with occasional sitting and frequent standing/walking.
- () Medium Work – Lifting 75 pounds occasionally, 35 pounds frequently with occasional sitting and frequent standing/walking.
- () Heavy Work – Lifting 100 pounds occasionally, 50 pounds frequently with occasional sitting and frequent standing/walking.

This job description should not be construed to imply that these requirements are the exclusive standards of the position. Incumbents may be required to follow any other instructions, and to perform any other related duties, that may be required by their supervisor.

ACKNOWLEDGMENT

I, _____, have read and received a copy of this job description and understand that a copy of this job description will become part of my personnel file.

Employee Signature

Date

STANDARD APPLICATION

For Teaching Positions in Pennsylvania Public Schools

(PLEASE PRINT OR TYPE)

POSITION(S) DESIRED _____

NAME _____
LAST FIRST MIDDLE PROFESSIONAL PERSONNEL ID

PRESENT ADDRESS _____
STREET (AREA CODE) TELEPHONE
CITY STATE ZIP CODE

PERMANENT ADDRESS _____
STREET (AREA CODE) TELEPHONE
CITY STATE ZIP CODE

E-MAIL ADDRESS (IF AVAILABLE) _____

LIST, IN ORDER OF PREFERENCE, THE GRADES, SUBJECTS AND/OR POSITIONS FOR WHICH YOU ARE APPLYING:

1. _____ 2. _____ 3. _____

CERTIFICATION

(LIST ALL AREAS IN WHICH YOU HOLD VALID PENNSYLVANIA AND/OR OUT-OF-STATE TEACHING CERTIFICATES. NOTE: APPLICANTS HOLDING A CERTIFICATE FROM ANOTHER STATE MUST OBTAIN A PENNSYLVANIA CERTIFICATE IN ORDER TO TEACH IN PENNSYLVANIA PUBLIC SCHOOLS.)

AREA OF CERTIFICATION	ISSUING STATE	DATE ISSUED

HAVE YOU ACQUIRED TENURE IN PENNSYLVANIA? _____

IF YES, IN WHAT SCHOOL DISTRICT? _____

DATE AVAILABLE FOR EMPLOYMENT _____

IF YOU ARE NOT EMPLOYED FULL TIME, ARE YOU INTERESTED IN BEING PLACED ON OUR SUBSTITUTE LIST? ☐ YES ☐ NO
LONG-TERM ☐ YES ☐ NO SHORT-TERM ☐ YES ☐ NO

EDUCATIONAL BACKGROUND

	SCHOOL OR INSTITUTION AND LOCATION	MAJOR/ MINOR	DIPLOMAS, DEGREES OR CREDITS EARNED	GRADE POINT AVERAGE (GPA)
HIGH SCHOOL				
COLLEGE/UNIVERSITY				
COLLEGE/UNIVERSITY				
GRADUATE STUDY				
GRADUATE STUDY				

EXPERIENCE

(PRESENT OR MOST RECENT FIRST)

Dates		Name of Employer and Address		Your Title	
From					
To					
		(Area Code) Telephone:			
Work Performed:			Reason for Leaving:		
Name & Title of Supervisor:				Final Yearly Salary:	
Dates		Name of Employer and Address		Your Title	
From					
To					
		(Area Code) Telephone:			
Work Performed:			Reason for Leaving:		
Name & Title of Supervisor:				Final Yearly Salary:	
Dates		Name of Employer and Address		Your Title	
From					
To					
		(Area Code) Telephone:			
Work Performed:			Reason for Leaving:		
Name & Title of Supervisor:				Final Yearly Salary:	

Please list activities that you are qualified to supervise or coach:

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If you have not been previously employed in a teaching position, please complete the following:

STUDENT OR PRACTICE TEACHING

GRADE OR SUBJECT TAUGHT	NAME AND ADDRESS OF SCHOOL	1. COLLEGE SUPERVISOR 2. COOPERATING TEACHER
		1.
		2.
		1.
		2.

Student Teaching References:

Please attach photocopies of letters of reference and/or evaluations from college/university student teacher supervisor and cooperating teacher(s).

REFERENCES

References should include superintendents, principals or professors who have first-hand knowledge of your professional competence and your personal qualifications. Experienced teachers should include the superintendent and principal of the two most recent schools in which employed. If any person(s) listed should not be contacted for reference at the present time, indicate in the left-hand margin the date contact(s) may be made.

NAME	POSITION	ADDRESS	TELEPHONE

OTHER QUALIFICATIONS

Summarize special job-related skills and qualifications acquired from employment or other experiences (including U.S. military service) and/or state any additional information you feel may be helpful in considering your application, i.e. honors, awards, activities, technology skills or professional development activities:

GENERAL BACKGROUND INFORMATION

You must give complete answers to all questions. If you answer "Yes" to any question, you must list all offenses, and for each conviction provide date of conviction and disposition, regardless of the date or location of occurrence. Conviction of a criminal offense is not a bar to employment in all cases. Each case is considered on its merits. Your answers will be verified with appropriate police records.

Criminal Offense includes felonies, misdemeanors, summary offenses and convictions resulting from a plea of "nolo contendere" (no contest).

Conviction is an adjudication of guilt and includes determinations before a court, a district justice or a magistrate, which results in a fine, sentence or probation.

You may omit: minor traffic violations, offenses committed before your 18th birthday which were adjudicated in juvenile court or under a Youth Offender Law, and any convictions which have been expunged by a court or for which you successfully completed an Accelerated Rehabilitative Disposition program.

Were you ever convicted of a criminal offense?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are you currently under charges for a criminal offense?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Have you ever forfeited bond or collateral in connection with a criminal offense?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Within the last ten years, have you been fired from any job for any reason?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Within the last ten years, have you quit a job after being notified that you would be fired?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Have you ever been professionally disciplined in any state?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Professional disciplined means the annulment, revocation or suspension of your teaching certification or having received a letter of reprimand from an agency, board or commission of state government, such as the Pennsylvania Professional Standards and Practices Commission.				
Are you subject to any visa or immigration status, which would prevent lawful employment?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Note: If you answered "Yes" to any of the above questions, please provide a detailed explanation on a separate sheet of paper, including dates, and attach it to this application. Please print and sign your name on the sheet, and include your social security number.

ACT 34 Clearance (PA State Police Criminal Background Check)

Each applicant must submit with his/her employment application a copy of a Criminal History Record from the Pennsylvania State Police. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

ACT 114 (Federal Criminal History Record)

Each applicant must submit with his/her employment application a copy of a Federal Criminal Record from the Federal Bureau of Investigation (FBI). Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

ACT 151 Clearance (PA Child Abuse History Clearance)

Each candidate must submit with his/her employment application a copy of an official clearance from the Pennsylvania Department of Public Welfare. Prospective employees must submit ORIGINAL report, which may not be more than one (1) year old.

ESSAY

Please write an essay as described on page six. For your convenience, you may attach a sheet; however, your essay may not exceed one page. At the bottom of the attachment, please print and sign your name.

CERTIFICATION AND RELEASE AUTHORIZATION

I certify that all of the statements made by me are true, complete and correct to the best of my knowledge and belief, and are made in good faith. I further certify that I am the sole author of the essay. I understand that any misrepresentation of information shall be sufficient cause for: (1) rejecting my candidacy, (2) withdrawing of any offer of employment, or (3) terminating my employment.

I hereby authorize any and all of my previous employers and/or supervisors to release any and all of my personnel records, and to respond fully and completely to all questions that officials of_____ (school district) may ask regarding my prior work history and performance. I will hold such previous employers and/or supervisors harmless of any and all claims that I might otherwise have against them with regard to statements made to this school district. I further authorize these officials to investigate my background, now or in the future, to verify the information provided and release from liability all persons and/or entities supplying information regarding my background. However, I do not authorize the production of medical records or other information, which would tend to actually identify a disability nor do I authorize inquiries which would include information related to any medical condition or medical history. Further, I do not waive any rights which I may have under state or federal law related to my right to challenge the disclosure of unlawful or inaccurate information, whether by the school district or by entities or persons providing such information to the school district, including any and all claims concerning allegations of employment discrimination because of race, color, sex, religion, national origin, ancestry, age or disability.

Date

Signature of Candidate (in ink)

[Must be original]

Pennsylvania school districts shall not discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school district.

ESSAY

We are interested in your ability to organize and express thoughts on a specific topic in a succinct manner. Please select one of the following topics and write an essay in the space provided on this page.

1. The Most Important Qualities of an Outstanding Educator.
2. My Philosophy of Student Discipline.
3. The Importance of Continuing Professional Development and How I Plan to Incorporate It Throughout My Career.
4. Essential Elements of Instruction, Administration or Area of Certification.
5. How Information Technology (i.e., computers, Internet) Can Be Integrated into the Instructional Process and Curriculum.

Signature _____ **Name** _____

Note to applicants: This application can be downloaded from the Department of Education's home page which is accessible at: <http://www.state.pa.us>.

This application was developed, in accordance with Section 1204.1 of Act 107 of 1996, by the Pennsylvania Department of Education in consultation with organizations representing school administrators, including personnel administrators, teachers and school boards. Questions should be referred to PDE School Services Office at Voice Telephone (717) 787-4860, Text Telephone TTY (717) 783-8445 or FAX (717) 783-6802. If you need accommodation in completing this application, including alternate format, please contact the school district.