**Secondary New Teacher Consultant Job Description**

The New Teacher Mentor is a classroom level coaching position designed to contribute to the capacity of novice instructional staff. The New Teacher Mentor reports to the Secondary Director and works closely with the building principal and Curriculum Coordinator. Base on the [Idaho Mentor and Induction Program Standards.](https://drive.google.com/drive/u/0/folders/1imW2zhOde2-BSRP1lEC6Pqj-2kpDPHcP)

**Characteristics of the New Teacher Mentor:**

* Ability to build effective relationships with staff.
* Extensive, exemplary classroom experience.
* Understanding of the characteristics of an effective teacher.
* Exemplary classroom management skills.
* Understanding of adult learning theory.
* Demonstrates varied instructional strategies to enhance student engagement and learning.
* Exemplary collaboration skills.
* Understanding and/or use of current classroom instructional software applications used within the District.
* Ability to plan and execute training.
* Willingness to participate in ongoing professional learning including opportunities inside and outside the District.
* Willingness to maintain a flexible schedule in order to meet with teachers outside the regular school day.
* Displays a positive attitude and a growth mindset.
* Understanding of district initiatives including Visible Learning, Restorative Practices, etc.

**Job Duties:**

* Builds and develops a positive relationship with novice teachers by demonstrating a willingness to assist and support them.
* Plans and implements professional development for novice teachers and content mentors.
* Supports teachers seeking alternative certification in the completion of the requirements of certification.
* Provides support for teachers in the use of effective classroom management, instructional strategies, instructional technology and software applications.
* Engages in coaching conversations to improve novice teachers’ reflective practices and effectiveness as a teacher.
* Observe novice teachers regularly and provides feedback, reflection, and support.
* Uses the Danielson Framework and research-based instructional practices to provide feedback and support to novice teachers.
* Participates in professional development opportunities to enhance knowledge and skills.
* Works in conjunction with the principal and District level administrators to support novice teachers.
* Maintains ongoing communication with building principals and district administration.
* Maintains a log of mentoring contacts with novice teachers and submits to the Curriculum Coordinator/Secondary Director.
* Creates and maintains a professional calendar that is shared with the Secondary Director.
* Does not participate in the formal evaluative process conducted by school administration.