



Eagle Hill School, a life-changing experience, offers children who learn differently the opportunity to grow into capable, resilient students with the self-confidence and character necessary to meet the challenges they will face beyond Eagle Hill.

Job Title: Foundations Program Teacher

FLSA Classification: Exempt

Duration: 10 Month Contract annually renewable
Faculty

Employment Category: Full Time,

Purpose: The Foundations teacher plays an integral role in this early childhood, self-contained program by working with students, providing high quality instruction that meets the needs of each child in his/her class. Close collaboration with colleagues ensures that the 'team' approach vital to each child's success at Eagle Hill is supported. The school mission, philosophy, and culture are grounded in a belief in the worth of every individual and the importance of treating all with respect and support, and the teacher is expected to embrace this collaborative viewpoint through his/her daily interaction with all members of the Eagle Hill community.

Reports to: Director of Foundations

Key Responsibilities:

- Provide developmentally appropriate early childhood instruction for the young students enrolled in this program. Teachers in this program will also supervise a study hall and/or participate in leading activities for older children in the Eagle Hill program. Foundations teachers also are responsible for eating lunch with the children in the Foundations Program, Monday-Thursday.
 - Complete on-going informal diagnostic assessments, and use this information to collaborate with the Director for the program to help determine appropriate academic and affective goals for students.
 - Plan daily lessons that reflect the 'best early childhood practices' in the field of education of children with learning disabilities and that provide motivating, intellectually stimulating, remedial instruction.
 - Help students to develop problem-solving, appropriate risk-taking, social, and self-regulation skills.
 - Participate in morning staff and other meetings to assess student progress and set goals with the child's entire educational team, which includes a psychologist, speech/language specialist and physical education/motor training teacher.
 - Participate in PPT and CSE meetings on students as requested.
 - Communicate student performance by completing academic reports and participating in Parent Conferencing twice a year and completing varied behavior sheets (e.g., Connor's Scales) as needed.
 - Meet with parents at the beginning of the school year to learn about each child's strengths, weaknesses and needs.

- Communicate informally with parents as needed and share units of study and student academic, social and emotional goals through a monthly Foundations newsletter and through a blog.
- Prioritize job expectations effectively by managing professional time and setting professional goals.
 - Participate in staff development provided by the school and seek additional professional growth activities (courses, conferences, presentations) offered in other professional settings.
 - Develop annual goals. These goals can be ones the Foundations teacher sets on his/her own and/or through use of the goals provided in the written evaluation prepared by the Head of School, Director of Foundations.
 - As appropriate, assume leadership roles including serving as a teacher mentor. Foundations teachers should decide who will attend the various subject area department meetings and share the information from these meeting with the team.
 - Perform assigned duties. These can include varied recess and daily duties, snow day coverage, and weekend dormitory duty. Some teachers (typically but not always only, first year teachers) also have weekly afternoon/evening dormitory duty.
 - Assume additional responsibilities assigned including attendance at school events or educational events.
 - Punctually complete all assigned paperwork and respond to requests for information, either digitally or in 'hard copy' format.
- Members of the Eagle Hill faculty are responsible for helping to develop and implement student IEPs as developed by the PPT.
- Undertake other responsibilities, duties and work hours as required or assigned by the Supervisor.

Expected Credentials:

- It is expected that Foundations Teachers will have at least a Bachelor's Degree and will complete a Master's Degree in an appropriate instructional area (i.e. special education, literacy) and will apply for a Connecticut State certification in their instructional assignment area.