



TEACHER- ACADEMIC FACILITATOR
(Harbor Hope Center)

GENERAL RESPONSIBILITIES

Under direction of the Coordinator, Regional Recovery School, the position is responsible for facilitating and supervising courses in a secondary school setting. This role includes managing classroom behavior, supporting student instruction, handling classroom-level technical issues, and communicating regularly with the home school and parents/guardians. The position ensures that students have the necessary conditions to succeed in a blended learning environment where course content is delivered both synchronously and asynchronously by an online instructor through a learning management system. The role involves consulting with the program coordinator, parents, clinicians, and the online instructor to provide students with the resources and services needed for optimal learning. Additionally, the position serves as a liaison between the home school, community agencies, and post-secondary opportunities.

ESSENTIAL FUNCTIONS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Instructional Planning and Delivery

- Plan an instructional program of study that meets the needs, interests, and abilities of students.
- Prepare for classes assigned and show written evidence of preparation upon request of immediate superior.
- Guide the learning process through serving as a mentor and coach for each student toward the achievement of curriculum goals
- Establish learning objectives consistent with appraisal of student needs, requirements of curriculum framework, and knowledge of human growth and development.
- Plan for and utilize instructional methods, resources, and evaluation techniques which motivate and enable each student to achieve learning objectives and successfully complete each course.
- Verify graduation course and test requirements and all required reports.
- Prepares reports as requested by the administrator and program expectations.
- Communicate with the online provider and teacher of record.

Classroom Management

- Create a classroom environment that fosters student involvement in learning and helps each student achieve learning objectives.
- Assist in implementing policies and rules for student life and conduct, developing classroom behavior rules and maintaining order in a fair and just manner.
- Maintain classroom order in accordance with division guidelines on student behavior management.
- Take necessary safety precautions to protect students, equipment, materials, and facilities.
- Meet and instruct assigned classes regularly in designated locations and times.
- Maintain accurate and complete records as required by law, VBCPS policy, and administrative regulations.
- Plan and supervise purposeful assignments for teacher assistants and volunteers.

Communication and Relationships

- Advise students (individual and group) in the areas of academic, career, and personal/social concerns.
- Provides programs, activities, and services which focus on helping children experience healthy growth academically, socially and for future success.
- Publicize and coordinate information to students and parents regarding student opportunities such as enrichment programs, scholarships, special programs, etc.
- Advocate for students promoting a healthy school climate and a safe learning environment.
- Collaborate and consult with parents, school staff, administrators, and community resources regarding student issues and progress.
- Assist with crisis intervention and in identifying and implementing prevention and intervention programs for students.
- Help students develop executive functioning skills and explore life and career choices and participate in career development activities.
- Be available to students and parents for education-related purposes outside regular instructional hours as required or requested.
- Establish respectful relationships with colleagues, students, parents, and the community.



Professional Development and Participation

- Evaluate personal effectiveness, apply acquired skills and knowledge to improve effectiveness, and strive to enhance professional competence.
- Participate in school management and share responsibility for the overall school program.
- Attend staff meetings and serve on staff committees as required.
- Perform other duties as required.

KNOWLEDGE, SKILLS, AND ABILITIES

Working knowledge of effective interventions in a school setting, including understanding interpersonal relationships, facilitative skills, group dynamics, and group learning activities. Knowledgeable in family systems, peer helper programs, multicultural and cross-cultural approaches, crisis intervention techniques, and educational and community resources for special school populations. Knowledge of curriculum and techniques for integrating curriculum, VBCPS policies and effective instructional practices; thorough understanding of the teaching and learning process; ability to provide instruction that reflects multiple perspectives and multicultural education; ability to infuse technology into curriculum; ability to work effectively with administrators, colleagues, central office, school based staff, students, parents and community; excellent oral and written communication and human relations skills.

EDUCATION AND EXPERIENCE

Required:

Bachelor's Degree in applicable field of education from an accredited college or university. Must have or be eligible for a teacher license from the Virginia Department of Education.

Preferred: Special Education degree (General Curriculum) preferred. Experience in 9-12 grade level preferred.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, standing, bending, grasping, fingering, repetitive motion, and reaching. Occasional stooping and kneeling. Ability to lift up to 20 pounds frequently and up to 50 pounds rarely. Requires timely and regular adherence to established work schedules. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: 6/1/25
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