



SIEMBRA CHARTER HIGH SCHOOL
POSITION DESCRIPTION

TITLE: Project Based Learning Teacher – Regular Education

MINIMUM QUALIFICATIONS:

1. Bachelor's degree in education from a regionally accredited college or university
2. Valid NMPED Teaching License or Immediate Eligibility for teaching license.
3. Licensure endorsements in the subject and level to be taught
4. Recommendations from degree granting institutions and/or previous employing institutions

OVERVIEW OF JOB DESCRIPTION: To create a flexible program and an environment favorable to learning and personal growth for students; to motivate each student to develop skills, knowledge, and attitudes in accordance with ability; to develop the student's special talents; to develop sound opinions based on facts; and to develop proficiency in inquiry skills and concepts.

PERFORMANCE RESPONSIBILITIES:

1. Follows local, state and federal law and adheres to Public Education Department and Local School Board Policy.
2. Meets and instructs assigned classes in the locations and at the times designated.
3. Teaches skills, knowledge, and attitudes to students on a grade level in the curriculum area of assignment, utilizing courses of study prescribed by the governing board and appropriate agencies.
4. Develops lesson plans and supplementary materials compatible with basic instructional philosophy.
5. Provides individual, small group instruction, and project-based instruction to adapt the curriculum to the needs of students with varying intellectual abilities, attitudes, and cultural backgrounds.
6. Provides instruction whereby students may develop concepts and appreciation for the course of study, enhancing their ability to make qualified judgements.
7. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration and work time.
8. Develops students' abilities for critical analysis and encourages independent thought and expression of original ideas.
9. Evaluates and maintains an accurate written record of each students' performance, growth skills and knowledge.
10. Identifies student needs and cooperates with other professional staff members in helping students solve health, attitude, and learning problems.
11. Establishes and maintains standards of student behavior needed to provide an orderly and productive environment.
12. Participates in curriculum planning and program development within the school.
13. Confers, as needed, with parents to discuss the individual student's progress.
14. Selects and requisitions textbooks and instructional aids appropriate to the interest and maturity/ability level of students.
15. Supervises as assigned, students' activities both in and out of the classroom during the regular workday.
16. Assists in implementing all policies and regulations concerning the administration of the school.
17. Maintains professional competence through in-service educational activities provided by the school, and/or in self-selected professional growth activities.
18. Plans and supervises purposeful assignments for teacher aides, when appropriate.



19. Attends faculty meetings, participates in faculty committees, and sponsors student activities when assigned.
20. Prepares reports and maintains required inventory records.
21. Agrees to fulfill performance responsibilities assigned within the workday.
22. Performs such other relevant tasks as may be assigned in a memo of note.

This position is expected to maintain an Advisory role. The following description and duties are not intended to be an exhaustive list of all duties and responsibilities.

OVERVIEW OF ADVISORY ROLE: The Advisory Instructor serves as a primary mentor, advocate, and relationship-builder for students, fostering a safe, supportive, and culturally responsive advisory environment that promotes academic success, social-emotional growth, and community connection. This role is responsible for implementing a structured advisory program grounded in restorative practices, trauma-informed care, and individualized student support. Advisors build meaningful relationships with students and families while creating consistent routines that encourage belonging, accountability, goal setting, and personal growth.

The Advisory Instructor monitors student progress through attendance tracking, Individualized Learning Plans (ILPs), academic and social-emotional check-ins, and proactive family communication. Working collaboratively with social workers, counselors, and support staff, the advisor ensures students receive the guidance and resources necessary to thrive both academically and personally. This position requires strong communication skills, consistency, empathy, organization, and a commitment to equity-centered and student-focused practices.

ADVISOR PERFORMANCE RESPONSIBILITIES:

- Build and maintain positive, authentic relationships with students and families.
- Facilitate daily advisory sessions focused on social-emotional learning, restorative practices, and community building.
- Implement monthly SEL curriculum themes and structured advisory activities.
- Conduct regular student check-ins related to academic progress, attendance, goals, and well-being.
- Maintain accurate documentation including attendance records, ILPs, family communication logs, and goal tracking systems.
- Monitor and support student progress toward graduation, internships, dual credit participation, and community-based learning experiences.
- Communicate proactively with families regarding student successes, concerns, and support needs.
- Collaborate with counselors, social workers, administrators, and support staff to address student needs and provide interventions.
- Create and maintain a welcoming, culturally responsive, and trauma-informed advisory environment.
- Participate in professional development, staff meetings, and ongoing training related to advisory practices and student support.

REPORTS TO: Curriculum Director

TERMS OF EMPLOYMENT:

Work year will be in accord with the current schedule for 191-day employees. Salary to be determined by individual training and experience level on the current Certified Teacher Salary Schedule.

EVALUATION:

Performance of this position will be evaluated annually in accordance with provisions of the Governing Board's policy on evaluation of certified personnel.



PHYSICAL RATING LEVEL: This position will require the employee to function at a “medium” physical capacity as defined by Workman’s Compensation statutes. “Medium” physical capacity indicates the ability to lift up to 50 pounds occasionally or up to 25 pounds frequently.

PHYSICAL REQUIREMENT DETAILS:

WORK ACTIONS:

Finger dexterity F
Sitting F Standing F Walking F

REPETITIVE MOTIONS:

Hand: right F left F both F
Foot: right F left F both F
Grasping: hand right F left F
Fine manipulation: right F left F

USE OF HEAD AND NECK:

Static F Flexing F
Rotating F

WORK POSITIONS:

Bending F Squatting F Crawling R
Climbing R Reaching F Vision C

ACTIVITIES:

Unprotected Heights R Driving automotive equipment O
Around machinery O Temperature extremes O
Noise and vibration F Hazards R
Dust, Fumes, Odors, Chemicals R

BALANCE AND COORDINATION: C

Definitions: R = rarely = 1% to 9% of an 8 hour day
O = occasionally = 10% to 33% of an 8 hour day
F = frequently = 34% to 66% of an 8 hour day
C = continuously = 67% to 100% of an 8 hour day

This job description outlines the general responsibilities of the position and is not intended to be a complete list of all duties. The position may include other duties as assigned, and responsibilities may be modified as program needs change.

Head Administrator’s Approval

Date

Employee Signature

Date