LITERACY SUPPORT TEACHER (JUNIOR HIGH)
PROGRAM

Title
Literacy Support Teacher (Junior High) - PROGRAM

Scope of Responsibilities
The Literacy Support Teacher (Junior High) is responsible for providing daily small group and/or individualized literacy instruction to students. The Literacy Support Teacher is an educational leader in the classroom and will ensure that the Public Schools Program and curricula are implemented in a way that maximizes student-learning experiences. Working collaboratively in a team environment, the Literacy Support Teacher will demonstrate a strong commitment to the planning and delivery of literacy support and classroom assessment and instruction. The Literacy Support Teacher reports to the Facilitator, Literacy Implementation 4-12 or designate in cooperation with the School Principal.

Competencies Required
The Literacy Support Teacher shall have the following competencies:

(a) The ability to deliver literacy support to identified students on a daily basis according to the guidelines of the (HRSB) Literacy Support Framework;
(b) The ability to apply expertise in supporting students in the transitional stage of reading development in order to accelerate reading progress;
(c) The ability to apply knowledge and experience in the design and delivery of individual and small group literacy lessons;
(d) The ability to apply knowledge of current effective literacy assessment and instructional practices;
(e) The ability to address the learning styles of students;
(f) The ability to plan instructional goals and designated outcomes for all students and to clearly communicate those to learners;
(g) The ability to implement strategies, activities and techniques for promoting quality student performance in both academic and social behavior based on students’ prior knowledge and experience;
(h) The desire and ability to work in classrooms alongside teacher colleagues and contribute collaboratively as a team member;
(i) The ability to effectively contribute to an individual program plan for students with special needs;
(j) The ability to assess learning outcomes achieved by students using various methods to monitor the effectiveness of teaching strategies. (e.g. reading records, conferences, observation, writing continua, self-evaluation, portfolios, alternative assessment, reflection);
(k) The ability to plan and implement appropriate classroom management strategies and techniques to ensure productive, interesting, respectful and safe classrooms;
(l) The ability to utilize current technologies to perform work related procedures including data collection;
(m) The ability to create and maintain a climate of respect and fairness for all students;
(n) The ability to implement instruction that recognizes diverse populations;
(o) The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet the needs of students;
(p) The ability to demonstrate fair and ethical judgements;
(q) The ability to work collaboratively as a contributing team member;
(r) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity;
(s) The desire and ability to engage in continuing education and professional development;
(t) The ability to maintain and promote confidentiality as the norm.
Qualifications
(a) Valid Nova Scotia Teaching Certificate;
(b) Minimum three (3) years recent (within last 5 years), successful teaching experience in English Language Arts at grades 5, 6, 7 or 8;
(c) Experience in the administration and analysis of reading records.

Specific Job Components
The Literacy Support Teacher shall perform literacy support-related tasks as assigned by the Facilitator, Literacy Implementation 4-12 or designate in cooperation with the School Principal. These tasks may vary, from time to time, with the evolution of the organization and may include but not be limited to the following:
(a) Provide daily, in-class, small group and/or individualized instruction to students in the transitional and early fluency stage of literacy development;
(b) Design small group and individualized lessons for students receiving literacy support;
(c) Compile initial and on-going data collection for students as identified;
(d) Participate on the School Planning Team during times when the team is facilitating the selection of students for literacy support and monitoring student progress;
(e) Record initial and ending data for students selected for literacy support;
(f) Attend meetings and on-going professional development as required;
(g) Collaborate with classroom teachers to ensure consistency in instruction and facilitate problem solving in literacy development;
(h) Develop and maintain long range and daily instructional plans;
(i) Maintain complete records on each student as a basis to inform instruction;
(j) Use a variety of teaching strategies such as group work, lecture, exploration, guided instruction, direct instruction, questioning, discussion, and other cooperative teaching techniques;
(k) Use a variety of assessment strategies, including completing daily on-going observations and informal assessment collection;
(l) Promote problem solving, cooperative negotiating skills and conflict resolution strategies;
(m) Apply appropriate consequences for inappropriate student behavior;
(n) Develop healthy self-esteem in students;
(o) Structure lessons that encourage risk-taking in learning and model life-long learning;
(p) Any other duties as required.