



Job title	<i>Title I Math Teacher</i>
Reports to	<i>Director of Instructional Leadership</i>
Direct Report(s)	<i>None</i>

Job purpose

This position is a one-year Title IA grant funded position to be renewed each year based on availability of funds. This instructional support staff member is responsible for supporting Title I students in math achievement, facilitating subject-specific online coursework. Title IA allowable duties as assigned by the Director of Instructional Leadership include providing online instruction and coursework to Title I students to cultivate math achievement by providing support in completing coursework in math. The Title I Math Teacher will monitor student progress in math courses and will provide weekly reports on instruction provided to Title I students, including what skills were worked on and any other data collected with regards to mathematics courses. The Title I Math Teacher will assist Title I students in scheduling online tutoring with instructors for math work that is beyond the ability of the Facilitator to provide assistance. This is a full-time, year round position. Some travel may be required, including overnight.

Main Responsibilities

- Work as directed to support the goals of Georgia Online Academy, Inc., management and team
- Instructional Support and Student Achievement
 - Initiate and strengthen relationships with students
 - Be able to navigate the GACHS Math curriculum within the online platform
 - Supplement and reinforce the Math curriculum with online and offline materials and activities
 - Use information generated from the student's performance to make data-driven decisions for delivering tutoring.
- Professional Responsibilities
 - Participates in orientation, training, social and educational activities, field trips, and clubs for students and families
 - Commit to the use of cutting-edge technology to deliver high-quality instruction to students
 - Build community by contributing to school message boards, newsletter, and events
 - Participate in staff meetings and professional development sessions
 - Communicate with colleagues and supervisors on a regular basis
 - Maintain confidentiality as required by the school and by law
 - Additional duties as assigned

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Key Relationships

- Internal: Instructors, Title I Staff, Center Leader, Testing Coordinator
- External: Parents/Guardians, Students

Key Behavioral Competencies

- Personal Accountability - When committing to do something, does it decisively, responsibly and with urgency. Can be relied on consistently, including:
 - Demonstrates a strong sense of urgency through prioritizing and following through on commitments
 - Drives hard to meet and frequently exceed goals and objectives within tight timeframes.

Decision Making

- Makes timely decisions
- Able to use best judgement practices and/or makes commitments with a consideration for risks, conflict, uncertainty, available courses of action as well as the needs and values of others.

Adaptability

- Responds to change with a positive attitude and a willingness to learn new ways of working.
- Seeks new skills, behaviors and knowledge to increase personal performance capabilities.

Relationship-Building

- Establishes rapport with people easily
- Develops and maintains a network of contacts who can provide information, help and access to others.

Background

- Education: Bachelor's degree, Georgia 6-12 Math certification required
- Experience tutoring or participating in an e-learning/online learning course preferred
- Strong written and oral skills demonstrated by a writing sample
- Proficiency with Microsoft Excel, PowerPoint, Word, and Outlook
- Proficiency with multimedia communication tools, such as discussion boards, web logs, email, instant messaging and online meeting tools

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- Ability and availability to travel within the state as needed, including overnight
- High degree of flexibility
- Demonstrated ability to thrive in a fast-paced work environment
- Bachelor's Degree required

- Experience: Minimum of 3 years successful work experience in working with high school students
- Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school
- Ability to analyze, develop, implement, and track intervention plans and strategies
- Knowledge of and the ability to analyze data, including that available from the Georgia Department of Education, the Governor's Office of Student Achievement, and from other sources
- Must have an understanding of the multiplicity of social services available in the community to support students at risk of not graduating
- Ability to apply critical thinking skills in rendering solutions to various issues
- Ability to work with collaborative teams
- Excellent interpersonal skills needed to work effectively with students, parents, administrators and staff
- Excellent organizational skills
- Excellent communication skills both written and verbal

Working Conditions:

- Normal office environment

Physical Demands:

- Routine physical activity associated with normal office environment
- Demonstrated ability to thrive in a fast-paced work environment

Graduation Achievement Charter High School Philosophy

Graduation Achievement Charter High School is the standard for providing students with creative choices for their future. Proper resources, sufficient support, and the flexibility to differentiate instruction are essential. The most important resource is strong collaboration among stakeholders, starting with an outstanding staff and students invested in their own success. Effective educators engage all students in the teaching and learning process, provide them with the right tools to take charge of their own learning, and facilitate a successful transition to independent lifelong learning.

Graduation Achievement Charter High School Mission

The mission of Graduation Achievement Charter High School is to provide historically underserved students with a flexible and highly individualized virtual high school experience.

An Equal Opportunity Employer

It is the policy of Graduation Achievement Charter High School to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizen status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law.