

New role: Lead teacher

A customizable job description for team-based models

This role description is intended to be customized based on the unique needs of each school district. It was co-created with our partners in [Kyrene School District](#) and [Mesa Public Schools](#) and is informed by [Opportunity Culture's Multi-Classroom Leader](#) role.

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Position summary

In our district, educators work in teams with distributed expertise to support a shared roster of students. The teams—typically comprising credentialed teachers, paraeducators, aspiring teachers, specialists, and/or community educators—use formative data and other evidence of student learning to move educators and students fluidly across multiple shared spaces, prioritizing deeper and personalized learning for students.

Each team is guided by a Lead Teacher who will support a shared roster of learners with the team and directly interact with students at least 50% of the time. Additionally, the Lead Teacher will guide the educator team in sharing responsibility for all elements of student support, instructional planning and delivery (e.g., lesson planning, instruction, data analysis).

The Lead Teacher leads the team in maintaining high expectations for student learning and ensures the team functions at a high level to serve all learners by strength and need. The Lead Teacher makes space for sharing team members' ideas and innovations to improve student learning. They co-plan, co-teach, model, coach and give feedback to their team members.

Desired qualifications

- Minimum Bachelor's degree from an accredited four-year college or university (masters or doctorate encouraged)
- Valid teaching certificate and evidence of appropriate background check/fingerprint clearance
- At least 3 years of teaching experience with evidence of highly effective teaching
- Additional licenses and certification encouraged, including National Board Certification
- Experience successfully leading, facilitating, influencing, supporting and/or managing adults to accomplish goals
- Experience working in a creative and demanding learning environment, including the ability to problem-solve and apply a growth-mindset approach to managing ambiguity and adversity
- Experience leveraging understanding of the effects of culture, past experiences, and personal characteristics (e.g., race, gender, sexuality) to support healthy team communication and collaboration

Key duties and responsibilities

Team leadership and professional responsibilities:

- Build a positive team culture that values the experiences and perspectives of each team member.
- Schedule and maintain communication with paraeducators, aspiring teachers and community educators to ensure they work with students in a meaningful and ongoing manner.
- Develop and oversee effective two-way communication with the team, families and the larger school community.
- Schedule and facilitate regular team meetings with consistent agendas to support team communication and instructional co-planning.

- Lead the team to:
 - Recognize individual team members' strengths and deploy these strengths to support student learning and well-being.
 - Organize and distribute responsibilities with consideration for team members' areas of expertise and interest.
- Collaborate with other lead teachers to reflect and refine their work and inform ongoing professional learning.
- Share our districts work building team-based models (e.g., host tours, give presentations, join panels).

Instructional planning & delivery:

- Distribute expertise in all elements of instructional planning and delivery (e.g., lesson planning, instruction, data analysis) among the team of educators based on student needs and interests, educator efficacy and content knowledge.
- Deliver instruction to support student learning and to model deeper and personalized learning approaches for educators on the team.
- Lead the team to:
 - Set measurable, ambitious expectations and goals for academic achievement and inter/intrapersonal growth for all students taught by the team.
 - Co-design and co-implement deep, personalized, culturally sustaining learning experiences.
 - Identify and address individual students' social, emotional, and behavioral learning strengths and needs.
 - Co-design formative assessment and respond to student need and interest accordingly.
 - Co-design authentic assessments that accurately assess student learning and progress.
 - Co-create systems for collecting evidence of student learning.
 - Analyze and respond to student learning data.

Learning environment:

- Support team members in building and maintaining a caring rapport with all students.
- Lead the team to:
 - Establish a culture that respects students as individuals, encourages self-motivation and self-direction, fosters student voice and choice, and inspires a love of learning.
 - Create shared systems for establishing and maintaining regular, two-way communication with students' families.
 - Co-create shared systems, procedures, and tools for managing and communicating students' social, emotional and behavioral needs.
 - Co-create shared procedures for managing student movement and materials.
 - Co-create inspiring and organized physical learning environments that are conducive to collaborative and deep, personalized learning.