



Evidence-based tools and guidance
for delivering effective programs

PLANNING & MANAGEMENT
ACADEMICS & ENRICHMENT
STAFFING & PROFESSIONAL DEVELOPMENT
SITE CLIMATE
STUDENT RECRUITMENT & ATTENDANCE

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SAMPLE: PITTSBURGH ESL TEACHER JOB DESCRIPTION

*For more information on the importance of job descriptions and tips for using them effectively,
review Summer Staff Job Description Guidance.*

Provided by Boston After School and Beyond and Pittsburgh Public Schools, the collection of position descriptions includes sample job postings, scopes of work, and formal job descriptions for a variety of central office and site-based managers, teachers and activity instructors, and other specialists. The format and content of position descriptions vary and include a range of information such as position duties and responsibilities, schedule, compensation, and required qualifications.

Half Day Morning Academic Teacher ESL (English as a Second Language)

Salary: Teachers on steps 1-9 and non-PPS teachers: \$3,500 total compensation. Teachers on step 10 (a or b): \$5,000 total compensation.

Start Date: May 2nd, 2016

End Date: August 4th, 2016

Teaching Certificate Required: Yes; PA Certification Required (*ESL Program Certificate*)

Position Summary: English as a Second Language (ESL) teachers are responsible for working directly with ESL campers at the lowest proficiency levels to build their language skills, and also support academic teachers by providing strategies to help more proficient ESL campers to meet their maximum potential during the summer. Based on the needs of campers enrolled in the 2016 program, ESL teachers may push-in to classrooms, pull campers out for small group work sessions, and/or provide resources and strategies to academic teachers to support them in differentiating the curriculum to meet the identified needs of ESL students in their class. The final design of the ESL support model will depend on camper enrollment. ESL teachers will be placed at camp sites with the most need, based on camper enrollment information, and may travel from site to site supporting teachers and campers as needed.

Scope of Work:

Dates	General time commitment and expectations
May 2 – June 17 2016	<ul style="list-style-type: none"> • Review information and correspond as necessary with Summer Dreamers Academy central office staff and site-based leadership team members • Review curriculum independently to prepare for the summer
June 20 – June 24 2016	<p><i>Up to 45 hours of pre-camp work and PD</i></p> <ul style="list-style-type: none"> • Participate in pre-camp professional development and training sessions • Assist with camp site set up • Participate in the Night Out Event, Thursday, June 23rd, 2016
June 27 – August 3 2016 (no camp on July 4 th)	<p>27 half-days of work during camp - 8:00 a.m. – 12:30 p.m. daily <i>Up to 5 hours of evening work and meetings (exact dates & times vary by camp site)</i></p> <ul style="list-style-type: none"> • Support instruction for ESL campers by working directly with small groups of English Language Learners and/or supporting teachers to best serve English Language Learners • Participate in daily camp site activities, support smooth camp site operations, and assist with parental engagement efforts • Review each identified ESL camper’s proficiency level and identify/create the necessary supports • Meet regularly with teachers and camp coordinators to create and implement plans for campers’ success
August 4 2016	<p>Up to 8 hours of wrap-up work, Thursday, August 4th 2016</p> <ul style="list-style-type: none"> • Wrap-up camp site <ul style="list-style-type: none"> ○ Participate in site break down and clean up ○ Submit camp site data and paperwork ○ Debrief with the Summer Dreamers Academy central office planning team