

Lead Madrich/a Job Description Created 5/15/18

Job Title: Lead Madrich/a

Reports To: Limmud Religious School Director

Job Overview: Implement the Limmud curriculum to meet the needs of all learners in a specific youth age group. The madrich/a will create a safe and comfortable environment for all children, as well as provide age appropriate supervision and discipline. The madrich/a will communicate effectively and regularly with teen volunteers, parents and all staff, including the Youth and Family Education Coordinator and Director.

Responsibilities and Duties

Educational Responsibilities

- Creates and implements developmentally appropriate activities to effectively engage and teach students the specified curriculum for the year
- Prepares well-planned, well-organized, engaging and stimulating lessons
- Is comfortable using a variety of teaching methods, including whole group and small group instruction, centers and individual exploration
- Submits lesson plans and requests materials in accordance with the guidelines of the Limmud Staff Handbook
- Utilizes resources to meet the needs of all learners (resources include but are not limited to the Inclusion Specialist, fidgets, and other tools for various sensory input)
- Works with and seeks input from other staff as appropriate to enhance the learning experience of students
- Will be required to attend Shabbat, Holiday, and special program services *where students and families in your grade are participating*. It is important for our children to see that you are involved too!
- Will be responsible for actively supporting, assisting in preparation of, and participation in school wide and community programming (such as a Tikkun Olam, Mitzvah project, or community-wide activity)

Educational Content Objectives :

- Help our students feel pride in being Jewish
- Give our students the ability, confidence, and understanding to participate in synagogue services, and celebrate holidays and other Jewish family observances in the home
- Instill in our students a love and sense of responsibility for Israel - the land, the people, and the entire Jewish community at large
- Ensure that our students develop fine character traits and a clear understanding of Jewish ethics and morals
- Generate in our students the interest and curiosity that will stimulate a desire for life-long learning and assist them in attaining the basic skills required to pursue that desire
- Provide students with knowledge of Judaism and foster their sense of Jewish pride

Classroom Management Responsibilities

- Sets physical space in classroom to accommodate and be proactive towards all students
- Use a variety of techniques to help meet the emotional, social, and educational needs of the students
- Consider the student's social, emotional, physical, and cognitive needs when implementing discipline techniques
- Use positive reinforcement as a primary tool for classroom management
- Document student behavior patterns when necessary, as indicated in the teacher's handbook
- Communicate with other staff about any modifications that may be needed for a particular student
- Manage the behavior of the class in ALL settings
- Consult with the Inclusion Specialist as necessary to develop behavior and safety plans, etc.
- Define group behavioral expectations at the beginning of the year and maintain those rules throughout the year
- Take appropriate action when student behavior expectations are not met by following disciplinary procedures as outlined in handbook

Communication Responsibilities

- Sends out weekly email to parents and Director regarding Limmud activities, homework, and action items
- Communicate with parents about children's performance as needed, and include the Director in on communication (follows teacher's handbook in regards to language)
- Speaks with a respectful tone, and is conscientious of words
- Communicate regularly with the Director, Coordinator, and Inclusion Specialist in regards to the classroom and any needs with children or co-workers
- Complete mid-year and year-end progress reports for each student (include specific, differentiated feedback for each student)
- Provide guidance and mentoring for any Madrichim assigned to classroom and actively engage them in implementation of lessons
- Contact parents of students who have missed two sessions in a row within one week of the second absence
- Get approval from the Director prior to inviting anyone into the school as a guest speaker/project leader
- Document all contact with parents concerning their child(ren)'s performance or behavioral issues (includes in person, by phone, or by email) and send copy of documentation to Director and Coordinator
- Discuss repeat behavioral issues with Director and/or Coordinator BEFORE contacting parents to discuss

Health and Safety Responsibilities

- Know where students are at all times
- Stay with students for entire program day, no matter where the class is
- In the event that you must leave the students, another adult must be left in charge
- Use proper handwashing techniques, and encourages all students to do the same

- Is aware of allergies and follows guidelines to ensure a classroom environment that is allergy-friendly
- Keep classrooms clean and sanitary
- Report maintenance issues
- Attend annual emergency trainings
- Review and practice procedures outlined in TBE emergency handbook

Professionalism

- Arrive at Limmud 15 minutes before program starts
- Be in the right place at the right time
- Wear appropriate footwear and clothing (see Handbook)
- Proactively prepare any needed materials
- Give appropriate notice for any absences
- Stay calm in tense situations
- Respond appropriately to constructive feedback, and uses it as an opportunity to grow
- Attend staff meetings and professional development sessions as scheduled
- Treat students with respect and demonstrates caring behaviors
- Be a role model of what we value and are attempting to teach in terms of desirable “mensch-like” behavior
- Refrains from cell phone use during Limmud unless it’s relevant to the lesson or activity at hand
- Complete mid-year and year-end self-assessments as part of the annual performance evaluation process, and meets with the Director to review
- Wear nametag during programming hours (includes special programs)

Administrative Duties

- Keep daily, accurate attendance
- Prepare and submit lesson plans on time, and indicate if deviating from set curriculum
- Use online request form to submit material requests in a timely manner
- Return any unused supplies to the office (either to where they were found or to the Coordinator to put away)
- Request copies in a timely manner/ prepare copies for programming time
- Request Audio-Visual equipment, laptops, and iPads in a timely manner and returns them to their proper locations before leaving at the end of the Limmud day
- Accurately and promptly log hours online within 2.5 hours of completing shift
- Is responsible for signing self in

Behavioral Expectations

- Be respectful of Senior Staff direction
- Get along well with others, do not disrupt the operation
- Be responsive to others’ needs and be seen as helpful
- Be aware of one’s behaviors and impact on others
- Work within the scope of one’s job

- Understand the relationship of one's job to others' responsibilities
- Look to create efficiencies and improvements
- Take ownership for one's actions
- Be friendly and engaged when at work
- Collaborate to get the job done