

Lead Teacher and Curriculum Specialist

CHAMPIONS ACADEMY / POSITION DESCRIPTION

Program	Champions Academy Afterschool and Summer
Employer	Excel Community Association of Alamance Inc
Reports to	Program Director
Employment	Part time and grant funded; hours assigned by season
Compensation	Per approved offer and budget; not established by this draft
Budget role	5350.110.135

Position overview

Leads curriculum, instructional quality, assessment, intervention, and the supervision of Teachers and Teacher Assistants in afterschool and summer programming. Ensures complete lesson plans are ready before instruction and uses student data to target support.

This description consolidates the responsibilities found in the reviewed program records and assigns their practical implementation. It covers both seasons, including preparation and closeout. It is a review draft; ECAA approval and current grant requirements govern adoption.

Key responsibilities

Curriculum lesson plans and instruction

- Develop and oversee standards-aligned reading, mathematics, science/STEM, educational technology, arts-linked, and other approved curricula and pacing guides. Align activities with school-day learning needs and the approved academic and enrichment schedule.
- Design the instructional framework for each grade/group; establish lesson-plan deadlines and review every plan for completeness, developmental fit, differentiation, standards alignment, and response to assessment data. Require corrections and follow up on late or missing plans before instruction.
- Maintain organized lesson plans, pacing guides, student work, instructional materials, assessment records, and monitoring evidence. Confirm implementation through classroom observation and provide instructional resources and tools.
- Coordinate tutoring, daily homework checks, small-group support, and individual interventions. Ensure students without homework receive planned instruction and students with homework receive support after enrichment; staff guide learning rather than complete assignments.
- Plan reasonable instructional supports using parent-provided IEP/learning-needs documentation and authorized school information; support English learners and coordinate bilingual assistance.
- Connect enrichment and educational field trips to program learning goals; coordinate pre-visit preparation, learning during the trip, follow-up work, and evaluation of educational impact.

Instructional staff supervision

- Directly supervise Teachers and Teacher Assistants, including bilingual assistants; assign grade-level classrooms, groups, interventions, duties, and staggered coverage in coordination with operations.

- Observe instruction, coach staff, support classroom management, evaluate implementation and performance, and document strengths, improvements, supports, and follow-up. Recommend hiring, discipline, staffing changes, and termination to the Program Director.
- Assist recruitment and orientation of instructional personnel, align the team with program goals, lead planning meetings and professional development, and attend required conferences/training and share learning with staff.
- Ensure instructional staff have materials, technology, substitute instructions, and emergency lesson plans. Coordinate absences and classroom coverage with the Operations Manager and Program Director.

Assessments data review and improvement

- Ensure every student completes STAR Reading and Math at the beginning of each semester and the end of the program year, plus the beginning and end of summer. Maintain the testing roster, schedule, completion tracker, make-ups, and documented exceptions.
- Train/assign qualified staff for assessment administration, establish consistent testing procedures, coordinate technology, and review results for completeness and accuracy. Protect individual scores and assessment records.
- Review STAR, Freckle, report cards, EOG results when available, school information, classroom work, teacher observations, attendance, and behavior/SEL data with the Program Director after each reporting period.
- Identify strengths and gaps, form and revise intervention groups, adjust pacing/materials/tutoring and individual support, and document the rationale and progress at the next reporting period.
- Compile instructional evidence and staff surveys for reporting, annual evaluation, self-assessment, continuation planning, and monitoring. Assess curriculum effectiveness and recommend improvements using results and current educational practice.

Family engagement safety and coordination

- Serve as an authorized family contact for academic progress and instructional needs; coordinate with leadership on behavior, attendance, supports, and concerns. Provide accurate feedback and resources for learning at home while protecting confidentiality.
- Plan, facilitate, and attend assigned family-education activities, orientations, conferences, and showcases. Help select substantive education topics and preserve agendas, attendance, materials, feedback, and learning evidence.
- Coordinate safety drills with the Operations Manager, implement posted plans with instructional groups, ensure rosters and headcounts, and document instructional-team participation and needed corrections.
- Provide direct classroom or small-group coverage as assigned and follow all direct-service expectations below. Refer significant operational, personnel, student, or safety decisions to the Program Director.

Direct service expectations

- Actively supervise assigned students during instruction, enrichment, meals, recreation, bathroom breaks, transitions, arrival, dismissal, transportation activities, and field trips. Maintain assigned ratios and rosters, perform headcounts, and secure staff coverage before leaving a group.
- Use calm, positive, developmentally appropriate behavior supports. Document incidents factually and report them promptly. Refer recurring, aggressive, bullying, or serious behavior to leadership; do not independently suspend or dismiss a student.
- Follow approved first-aid, illness, allergy, medication, and injury procedures within training and authority. Call emergency services when needed without delay. Complete same-day incident documentation and communicate internally so authorized leadership can notify families.
- Release students only through approved procedures after identity and authorization are verified. Never use a personal vehicle to transport participants. Supervise educational internet use only when required application consent is on file.

- Prepare assigned spaces and materials, model respectful conduct, remain engaged, clean and restore shared areas, and return devices to secure charging/storage. Maintain safe entry and egress in accordance with posted plans.

Shared staff responsibilities

- Follow ECAA policies, the approved grant design, assigned schedules, nondiscrimination requirements, and role-specific directions. Perform other assigned duties that support Champions Academy and are appropriate to the position.
- Complete required onboarding, background-check clearance, handbook and emergency-role acknowledgments, meetings, professional development, and performance reviews. Submit credentials and renewal information; report changes affecting eligibility through the required process.
- Record all actual work, including preparation, training, documentation, and closeout, on weekly timesheets and required Time and Effort records. Identify grant and non-grant activities accurately; submit records for independent approval. Do not charge unrelated work to the program.
- Protect student, family, personnel, and financial information. Use authorized systems and individual credentials; secure paper files, devices, and grant property. Report breaches, loss, theft, damage, and inappropriate technology use promptly.
- Know and practice the posted ECCO evacuation, shelter, lockdown, lockout, medical-emergency, missing-child, and reunification procedures. Participate in assigned drills; maintain accountability and supervision whenever responsible for students.
- Report suspected abuse or neglect directly to the appropriate authorities without waiting for internal approval, then notify leadership as required. Report misconduct, conflicts, fraud, or safety concerns through the established process; uphold whistleblower protections.

Qualifications

- Existing website qualifications: bachelor's degree in education or related field; master's preferred; strong elementary curriculum/instruction background and leadership, communication, and organizational skills.
- Teaching experience with curriculum or leadership experience; the website leaves the minimum years blank, so ECAA must set those values before posting.
- Ability to supervise instructional staff, analyze student data, use assessment/learning platforms, and work with families and partners; grant reporting experience desirable.

Work schedule and environment

Work is assigned at the Ebenezer and ECCO campus, 734 Apple Street, Burlington, North Carolina, and at approved off-site activities as relevant to the role. Afterschool planning uses 3:00-6:00 PM on full ABSS student days; Summer 2027 planning uses 8:00 AM-5:30 PM. Preparation, meetings, family events, training, and closeout may occur outside student-service hours. Follow the current approved calendar and assigned coverage; a budget allocation is not a promise of hours.

Budget narrative reference: 20 hours/week for 45 academic-year weeks; 35 hours/week for 7 compensated summer weeks.

Performance and required work products

Performance review covers assigned duties, work products, documentation, safety, confidentiality, attendance, teamwork, and compliance. Retain required plans, logs, approvals, reports, and supporting records. Participate in annual and summer/end-of-assignment evaluations, corrective steps, and follow-up.

ECAA is an equal opportunity employer. Duties will be assigned within the employee's qualifications, training, and applicable accommodations.