

REMOTE RECRUITING & HIRING TOOLKIT:

Educator Job Descriptions for Online Posts

Content Level: **DEVELOP**

Clicking on the description of an available job often gives educators their **first impression of a school/LEA**, and thus presents an opportunity to attract candidates who are the best fit for the specific role and school. Whether posting job descriptions on an LEA’s website or on a common job search platform, you can craft job posts to effectively attract such candidates. Read about how to apply best practices in describing positions and schools, including how to **relay the benefits of working in your LEA** and how to **attract diverse applicants**. You can also view templates and examples for educator job descriptions.



Describe not just the job, but also the school, LEA and community.

In some cases, candidates know little or nothing about a school before reading about an open position. In addition to describing the available role and desired competencies, schools and LEAs can “sell” themselves to candidates by how they describe the workplace. For example:

- *What development opportunities do you offer?*
- *How do leaders support educators?*
- *In what areas has your school improved, or what are your current priorities for improvement?*
- *Why would educators want to live and work in your community?*
 - *Rural LEAs can consult the “four rurals” tool describing the assets that can attract teachers in different types of rural communities.*

A **good example comes from the Beaver County School District** which is a small district 200 miles south of Salt Lake City with student enrollment of approximately 1500 students. Their job descriptions serve as announcements that provide descriptive overviews of the region, the hiring principal, teacher supports, and compensation information. Here’s another example from Beaver County highlighting a **high school math position**.



List educator competencies that indicate who will be a good fit for your LEA/school.

Pay attention to not only the basic job requirements—like credentials and subject knowledge—but also the “soft skills” that your LEA prioritizes in its educators. For example, emphasizing cultural responsiveness as a desired skill can help convey your school’s culture. A job description that mentions collaboration and describes the ways that teachers collaborate in your schools can help applicants to understand what to expect from the role and to self-select for those with the capacity for and interest in this type of collaboration. Furthermore, a job description can **communicate what the school expects of its educators** by providing detailed objectives for each role.



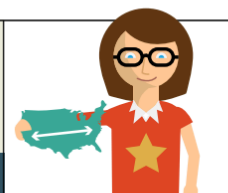
Aim to attract candidates who align with your mission and values.

Ensure that messages convey that the LEA values diversity, equity and inclusion in order to attract a diverse applicant pool. The [Opportunity Culture Teacher and Staff Selection Toolkit](#) offers examples of job descriptions (on pages 7-16) that are straightforward yet clearly convey the goal of attracting/selecting excellent teachers who share the vision of realizing the potential for each student. The job descriptions are generic enough that they resonate for schools that are not officially implementing Opportunity Culture. The toolkit also includes job descriptions for teacher leaders and paraprofessionals.

REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

TEACHER & STAFF SELECTION, DEVELOPMENT, & EVALUATION TOOLKIT



INTRODUCTION

This toolkit is a companion to the school models provided on OpportunityCulture.org. **The school models use job redesign and technology to extend the reach of excellent teachers** to more students, for more pay, within budget. Most of these school models create new roles and collaborative teams, enabling all teachers and staff to develop and contribute to excellence.

We call this an “Opportunity Culture.” In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. When excellent teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. Teachers can learn from their outstanding peers. Most important, all students have excellent teachers in charge of their learning.

The toolkit includes job descriptions, competencies, and companion tools that may be used to select, evaluate, and develop teachers and staff. These materials are built for six of the more than 20 school models described on OpportunityCulture.org. The jobs included here cover most of the other school models as well.

Some schools may combine school models, and in turn will need to alter the job descriptions and other materials accordingly. Schools must adapt these materials to fit each school setting and to incorporate additional selection, evaluation, and development priorities.

For more information, see OpportunityCulture.org, which provides school model summaries, detailed models and tools, career paths, and more. Visit often for updated materials.

THE REACH EXTENSION PRINCIPLES

1. **Reach more children successfully** with excellent teachers.
2. **Pay excellent teachers more** for reaching more children successfully.
3. **Achieve permanent financial sustainability**, keeping post-transition costs within the budgets available from regular per-pupil funding sources.
4. **Include roles for other educators** that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children.
5. **Identify the adult who is accountable for each student’s outcomes**, and clarify what people, technology, and other resources (s)he is empowered to choose and manage.



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Explore the [Opportunity Culture Teacher and Staff Selection Toolkit >](#)

http://opportunityculture.org/wp-content/uploads/2012/05/Selection_Development_Evaluation_Toolkit-Public_Impact.pdf

Toolkit Introduction

LEA Employment Web Pages

Online Job Search Platforms

Educator Job Descriptions for Online Posts

Social Media for Educator Recruitment

Retention Conversations with Educators

Staff Involvement in Virtual Recruiting

Virtual Information Sessions

Virtual Hiring Activities that Assess Desired
Teacher Competencies

Best Practices for Remote Interviews

Remote Processes for Hiring Eligibility Forms

Virtual Options for Demonstration Lessons and
Other Performance Tasks

Consistent Virtual Communication with Applicants

Online Job Application Tracking

DEVELOPED IN PARTNERSHIP WITH

Pennsylvania's System for LEA/School Improvement

Lancaster-Lebanon IU13

The Urban Schools Human Capital Academy

TNTP