



NOTICE OF VACANCY

Human Resources
602 Orchard Street, Arroyo Grande, CA 93420
(805) 474-3000, ext. 1194

March 13, 2023

CERTIFICATED NOTICE OF VACANCIES ELEMENTARY INTERVENTION TEACHER POOL 2023-2024 SCHOOL YEAR

We are now accepting applications for the following certificated position(s) beginning in the 2023-2024 school year.

POSITION(S): Elementary Intervention Teacher - Multiple Sites
Temporary and/or Probationary positions available

REQUIREMENTS:

- Valid California Multiple Subjects credential
- CLAD/BCLAD/EL Authorization

WORK DAYS: 184 days, 1.0 FTE

SALARY: Annual entry level salary placement from \$56,530 to \$92,837 for a full time position;
Salary based prorated based on start date, FTE, and on prior experience and semester units above Bachelor's degree.
[2022-2023 Certificated Salary Schedule](#)

HEALTH BENEFITS: [2022-2023 Certificated Health Benefits Plans and Rates](#)
Updated 2023-2024 health benefit plans, rates, and summaries will be available in May 2023.

PROCEDURE FOR APPLICATIONS:

- All interested outside applicants may complete an online application via Frontline and include a letter of interest, resume, three (3) current, signed letters of recommendation, and verification of valid credentials/certifications.
<https://www.applitrack.com/LMUSD/onlineapp/>
- All interested current temporary and probationary-zero LMUSD contracted employees may apply as an internal candidate.
<https://www.applitrack.com/LMUSD/onlineapp/>
- Current probationary 1-2 & permanent LMUSD contracted, certificated employees who would like to request a site change may complete the [2023-2024 Voluntary Transfer Request Form](#), by April 15, 2023

APPLICATION DEADLINE: **OPEN UNTIL FILLED.**

The provisions of this Notice of Vacancy do not constitute a contract expressed or implied and any of the provisions contained herein may be modified or revoked without notice.

The Lucia Mar Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer and Title IX Coordinator: Jennifer Handy, Assistant Superintendent of HR, 602 Orchard Ave. Arroyo Grande, 805-474-3000 ext. 1190, jennifer.handy@lmusd.org or the 504 Coordinator: Linda Pierce, Director of Student Services, 227 Bridge St., Arroyo Grande, 805-474-3000 ext. 1189, linda.pierce@lmusd.org

**LUCIA MAR UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES**

**CERTIFICATED
JOB DESCRIPTION**

REVISED DATE: 11/12/2019
TITLE: **Intervention Teacher - Reading/Math - Grades K-8**
SALARY RANGE: Placement on the District Certificated Salary Schedule is based upon years of full-time credentialed teaching experience and units of college coursework beyond a Bachelor's Degree.
SCHEDULE: 184 work days according to the District Instructional Calendar
EXEMPTION STATUS: Exempt - Teaching Professional Employee Exemption – FLSA

DESCRIPTION:

The Intervention Teacher is to provide students with direct instructional support using the Response to Intervention framework. The student intervention services require the use of District adopted resources within a structure informed by student achievement data. The Intervention Teacher is accounting for promoting standards-based literacy and numeracy instruction across the content areas using a multi-tiered approach and evidence-based interventions. The Intervention Teacher is a support position providing evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff professional development and collaboration, and parent support. The Intervention Teacher plans, and administers the intervention program and classroom operation in compliance with guidelines and regulations determined by the administration, Board of Education, state and federal agencies. The teacher will create an environment that encourages learning, motivates students to develop skills, attitudes and knowledge needed to establish and continue a firm foundation to perpetuate the learning experience through the post secondary education and/or career opportunities. The Intervention Teacher will utilize all the resources available to establish a cooperative relationship with parents, staff members and administrators to support each student's opportunity to learn and grow in educational and life experiences. The position of Intervention Teacher shall include active participation in the school's operation to support a positive learning environment.

MINIMUM REQUIRED QUALIFICATIONS:

- Credential: Valid California teaching credential with an authorization to teach general education in grades K-12. CLAD/BCLAD/EL Authorization (Emergency permits are not accepted).
- Education: A Bachelor's Degree, including all courses and/or exams needed to meet credentialing and subject matter competency.
- Experience: As mandated by the state, and accepted by the school district.
- Personal Qualities: Resourceful, innovative, helpful, diligent, persistent, and a willingness to work with colleagues and students.

PREFERRED:

- Credential: Valid California Multiple Subject teaching credential in grades K-6.
Valid California Single Subject teaching credential with an authorization to teach reading, writing, and/or math in grades 7-8.
- Additional: Valid California Driver's License
- Experience: Prior teaching experience.

DUTIES AND RESPONSIBILITIES:

A. INSTRUCTIONAL:

1. Provide students with supplemental instruction in reading, writing, math, and study skills based upon the identified needs and grade level of each student. Collaboration with the regular teacher will exist to support weekly instructional goals.
2. Instruct and assess students using State/District required teaching and assessment methodologies in identified subjects, which may include multiple assessments aligned to standards to evaluate pupils' academic learning.
3. Use a broad repertoire of teaching strategies to deliver the core reading, language arts, and mathematics programs.
4. Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.
5. Creates a positive learning experience with emphasis in individualized instruction using appropriate sources and technology.
6. Provides individualized and small group instruction (as necessary) to adapt the curriculum to the needs of each pupil. Determines the appropriate pace for instruction related to students' abilities and explains material and subject content to

students and parents. Differentiates instruction for students based upon need and works with students and other teachers in inclusive settings.

7. Establishes and maintains standards of behavior in the classroom and throughout the school to achieve a positive and functional learning atmosphere for students
8. Evaluates students' academic and social growth, keeps appropriate records, prepares student progress reports, and provides accurate and constructive feedback to students and parents. (as necessary).
9. Uses data to improve the learning and instruction process.
10. Create and maintain an environment that fosters student creativity, critical thinking skills, academic achievement and the development of lifelong skills.
11. Show competence and confidence in working with new technology and various application packages.

B. STUDENT MANAGEMENT:

1. Maximize opportunities for student success by creating positive mentoring and working relationships with students and colleagues.
2. Create a classroom environment reflective of the 21st century skills and the various student individual needs.
3. Be a role-model for students regarding life-long learning and professional behavior.
4. Establish and implement a classroom discipline policy to articulate and maintain standards of expected pupil behavior and achieve an effective learning environment in the classroom; maintain a classroom atmosphere conducive to learning.
5. Provide students with additional instruction as required if they need support in academic skill development.

C. PROFESSIONAL:

1. Maintain positive staff relations; Works closely with the site principal to collaboratively lead the school through shared decision-making processes.
2. Cooperates with other professional staff members to identify student needs and develop assessments to solve health, attitude, and learning problems.
3. Participates in faculty committees, meetings and other faculty sponsored programs supporting the educational program.
4. Demonstrates regular and timely attendance.
5. Networking and collegiality, mutual support, and deep individual and collective reflection and expected amongst staff.
6. Promotes a positive image of public education; willingly engages with community and business partners to be incorporated as a resource in curriculum development and student projects.
7. Attend and participate in required in-service activities.
8. Meet deadlines; maintain appropriate records and prepare progress reports as required; follow district promotion policy.
9. Follows District and Schools' policies.

ESSENTIAL JOB FUNCTIONS:

PHYSICAL: Employee in this position must have the ability to:

1. Stand and sit for extended periods of time.
2. See and read printed matter with or without vision aids.
3. Hear and understand speech at normal levels.
4. Speak English so that others may understand at normal levels.
5. Stand, walk, stoop, twist, bend over, grasp, reach overhead, push, pull, and move, lift and/or carry 0 to 25 pounds to waist height.
6. Is able to move throughout the building and school grounds as necessary.

MENTAL: Employee in this position must have the ability to:

1. Able to concentrate on a single task for up to two (2) hours at a time.
2. Able to learn quickly and adapt to a variety of technology, machinery, instructions, and task methods.
3. Able to meet deadlines in terms of work assignment schedules.
4. Is able to speak and write in a clear, concise manner.

SOCIAL: Employee in this position must have the ability to:

1. Interact daily in person with other members of the school staff and possess comfortable interpersonal skills and cooperative attitudes.
2. Because of the time urgent nature of duties and because work product of position is interdependent with that of other staff, consistent attendance is required.
3. Convey an understanding, patient attitude toward other students, parents, staff and members of the community.
4. Maintain the privacy of confidential information including student grades, progress, etc.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

Mandatory Child Abuse Reporter: This position is designated as a Mandated Reporter. The Intervention Teacher shall report in accordance with California state regulations who observe, have actual knowledge, or reasonably suspect child or elder/dependent abuse or neglect to appropriate agencies.

CANDIDATE SELECTION: The Candidate selected for this position will be required to present prior to the first date of employment: 1) A social security card; 2) proof of tuberculin test prior to the first day of hire; 3) pass State and Federal fingerprint clearances; and 4) complete all pre-employment training including but not limited to Child Abuse Reporting and Sexual Harassment/Abusive Conduct.

The Lucia Mar Unified School District Board of Education prohibits discrimination of job applicants on the basis of race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, mental condition, veteran status, gender, and the actual or perceived sexual orientation.

ALL MATERIALS ARCHIVED FOR THIS POSITION ARE THE PROPERTY OF THE LUCIA MAR UNIFIED SCHOOL DISTRICT AND MAY BE REVIEWED BY BUT CANNOT BE RETURNED TO THE APPLICANT.

AN EQUAL OPPORTUNITY EMPLOYER