

**DeKalb CUSD 428**  
**Job Description**

<b>Position Title:</b>	Primary Language Tutor
<b>Department:</b>	Bilingual Department
<b>Supervisor:</b>	Building Principal
<b>Calendar:</b>	174 Days in accordance with school calendar
<b>FLSA Status:</b>	Non-Exempt - Part Time
<b>Affiliation:</b>	Unaffiliated
<b>Date:</b>	September 8, 2017

### **Objective**

The Primary Language Tutor is responsible for assisting English Learners experiencing difficulty in learning and/or acculturation. Through a common cultural identity and the use of native language, the Primary Language Tutor provides access to the learning process through the development of cognitive, academic and linguistic skills which will ultimately transfer to learning processes in mainstream classrooms.

### **Essential Duties and Responsibilities**

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions are compliant with established Board policies as well as the mission, vision and values defined by the district and Board of Education.
2. Carries out such additional duties as required or as conditions necessitate.
3. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
4. Assists students with language skills in writing, speaking, reading and listening skills.
5. Translate instructions and information from the classroom teacher for the student.
6. Identify student comprehension difficulties and explain concepts in a manner to optimize student learning.
7. Facilitates the acculturation process by serving as a link between the culture of the home and the culture of school.
8. Provides in-class tutoring to individuals or small groups.
9. Collaborates with the ESL Specialist to modify assignments and translates instruction into the native language of the student.
10. Utilizes native language to develop concepts, extend academic and/or conceptual levels and to facilitate communication between the classroom teacher and the student.

### **Knowledge, Skills and Abilities**

1. Ability to demonstrate empathy for students' linguistic, cultural, educational and personal needs;

2. Ability to properly and thoroughly communicate with students, instructors and colleagues in order to maintain high level quality of support.

**Supervisory Responsibility**

None

**Work Environment**

This job operates in a professional office/school environment. Individual PLTs may work up to 25 hours per week. Hours may fluctuate based on student need.

**Travel**

Travel is primarily local during the business day, although some out-of-area and overnight travel may be expected.

**Education and Experience**

1. High School Diploma

**Other Duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

<b>The physical activity of this position. (Please check all blocks that apply)</b>	
<input type="checkbox"/>	A. Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
<input type="checkbox"/>	B. Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
<input type="checkbox"/>	C. Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower

		extremities and back muscles.
<input type="checkbox"/>	D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
<input type="checkbox"/>	E.	Crouching. Bending the body downward and forward by bending leg and spine.
<input type="checkbox"/>	F.	Crawling. Moving about on hands and knees or hands and feet.
<input type="checkbox"/>	G.	Reaching. Extending hand(s) and arm(s) in any direction.
<input type="checkbox"/>	H.	Standing. Particularly for sustained periods of time.
<input type="checkbox"/>	I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
<input type="checkbox"/>	J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
<input type="checkbox"/>	K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
<input type="checkbox"/>	L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
<input checked="" type="checkbox"/>	M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
<input checked="" type="checkbox"/>	N.	Grasping. Applying pressure to an object with the fingers and palm.
<input type="checkbox"/>	O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
<input checked="" type="checkbox"/>	P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
<input checked="" type="checkbox"/>	Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
<input type="checkbox"/>	R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.
<b>The physical requirements of this position. (Please check only one block)</b>		
<input checked="" type="checkbox"/>	A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including

		the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input type="checkbox"/>	B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
<input type="checkbox"/>	C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

**The visual acuity requirements including color, depth perception, and field vision. (Please check only one block)**

<input checked="" type="checkbox"/>	A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
<input type="checkbox"/>	B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
<input type="checkbox"/>	C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.
<input type="checkbox"/>	D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)

**The conditions the worker will be subject to in this position. (Please check all blocks that apply)**

<input type="checkbox"/>	A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
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<input type="checkbox"/>	B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
<input type="checkbox"/>	C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
<input type="checkbox"/>	F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
<input type="checkbox"/>	G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
<input type="checkbox"/>	I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.
<input type="checkbox"/>	J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
<input type="checkbox"/>	K.	The worker is required to function in narrow aisles or passageways.
<input checked="" type="checkbox"/>	L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

### Signatures

This job description has been approved by all levels of management:

Supervisor Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: Click or tap to enter a date.

HR Representative: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: Click or tap to enter a date.

*Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.*

Employee Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: Click or tap to enter a date.