

Imlay City Schools Position Description

Position Title	4th Grade Teacher	Department	Elementary Education
Reports To	Borland Principal	Approved By	Superintendent
Date	April 2026		

Position Available: 2026–27 School Year

At Imlay City Schools, we see success in our students every day. Through strong relationships, engaging instruction, and a supportive school community, our staff works together to ensure every student, every day, has the opportunity to learn, grow, and succeed.

SUMMARY: Elementary teachers plan and deliver standards-aligned instruction that supports students' academic, social, physical, and intellectual development. They create safe classroom environments where all students feel valued, respected, and supported in their learning. Teachers use assessment and student data to guide instruction and meet diverse learning needs while fostering student motivation, responsibility, and growth. Through strong collaboration with colleagues and positive communication with families, teachers build partnerships that support student success. Teachers also engage in ongoing professional learning and contribute to a school culture focused on continuous improvement and student well-being.

QUALIFICATIONS and CERTIFICATION

- Valid Michigan teaching certificate appropriate for the assigned grade level and subject area.
- Elementary certification aligned with Michigan grade bands, including Grades 3-6 and/or 3-6 endorsements, or previously issued Michigan Elementary certification (K-5 All Subjects or K-8 All Subjects Self-Contained).
- Preferred: ZA (Early Childhood – General and Special Education Birth–Age 8) or ZG (Early Childhood Education Birth–Age 8) endorsement.

PROFESSIONAL SKILLS AND KNOWLEDGE

- Demonstrated understanding of Multi-Tiered Systems of Support (MTSS) and the ability to use data to inform instruction and targeted student supports.
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and the ability to contribute to a safe, positive, and inclusive learning environment.
- Strong oral and written communication skills to effectively collaborate with colleagues and communicate with students and families.
- Ability to participate productively in collaborative teams, shared decision-making processes, and professional learning communities.
- Strong organizational and time management skills to effectively plan instruction, manage responsibilities, and support student learning.



ESSENTIAL DUTIES AND RESPONSIBILITIES

Instruction and Learning

- Deliver district-approved curriculum through engaging, standards-aligned instruction.
- Plan and implement lesson plans that support curriculum goals and clearly communicate learning objectives to students.
- Differentiate instruction through whole-group, small-group, and individualized strategies to meet diverse student needs.
- Use a variety of instructional strategies and materials to promote student engagement and learning.
- Integrate instructional technology and digital tools to enhance student engagement, support differentiated instruction, and promote responsible digital learning.
- Integrate instructional technology and digital tools to support learning, collaboration, and the development of responsible digital citizenship skills.

Classroom Environment and Student Support

- Create and maintain a safe, respectful, and inclusive classroom environment that supports student learning and well-being.
- Establish and reinforce clear expectations for student behavior and classroom procedures.
- Maintain an orderly classroom environment that promotes responsibility, respect, and effective learning.
- Take reasonable precautions to protect students, equipment, materials, and facilities.

Assessment and Data Use

- Assess student progress regularly and use the results to guide instruction.
- Maintain accurate and complete records of student progress as required by law, district policy, and administrative regulations.
- Provide progress updates and feedback to students, families, and school staff as required.

Collaboration and Communication

- Communicate effectively with students, families, and staff regarding student progress and classroom expectations.
- Work collaboratively with administrators, colleagues, and support staff to support student learning and school initiatives.
- Coordinate and supervise the work of paraprofessionals, volunteers, and other classroom support personnel as appropriate.

Professional Responsibilities

- Follow district policies and procedures related to student conduct and school operations.



- Identify student needs and collaborate with appropriate staff to implement interventions, referrals, or individualized plans as needed.
- Be available to students and parents for educational purposes outside the instructional day when appropriate.
- Perform other duties as assigned by the building principal or designee.

QUALIFICATION REQUIREMENTS: To perform this position successfully, an individual must be able to perform the essential duties of the job satisfactorily. The qualifications listed below represent the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Language and Communication Skills

Ability to read, analyze, and interpret professional literature, technical procedures, and governmental regulations. Ability to prepare written reports and correspondence and effectively communicate information to students, families, staff, and the public.

Mathematical and Analytical Skills

Ability to apply basic mathematical concepts, use problem-solving skills, and utilize technology and computer systems to support instructional and professional responsibilities.

Reasoning and Problem-Solving

Ability to analyze information, solve practical problems, and interpret a variety of instructions presented in written, oral, diagram, or schedule form.

Professional Skills and Abilities

Knowledge of current educational research and instructional practices. Ability to plan and implement effective instruction aligned with district curriculum and student needs. Ability to build and maintain positive relationships with students, families, and colleagues while working within district policies and Board of Education guidelines.

Physical Demands

The physical demands described here represent those required to perform the essential functions of this position. While performing the duties of this job, the employee is regularly required to sit, speak, and hear. The employee may occasionally be required to stand, walk, bend, or lift and move items weighing up to 10 pounds. Vision abilities include close vision for reading and computer work. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Work Environment

The work environment is typical of a school setting. Duties are performed primarily indoors with occasional outdoor activities. The noise level ranges from moderate to loud, depending on student activity and classroom environment.

This job description outlines the general nature and essential duties of the position. It is not intended to be an exhaustive list of all responsibilities, duties, or skills required. Employees may be assigned additional duties as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position in accordance with the Americans with Disabilities Act (ADA).

