



## Secondary Classroom Teacher

### REPORTS TO

Building Principal

### SUPERVISES

N/A

### JOB PURPOSE AND FOCUS

Under the direct supervision of the school principal, provides an education program for secondary students. Is a content specialist in his/her assigned subjects. Must demonstrate the ability to communicate complex ideas clearly. Provides effective leadership that will ensure a positive learning environment and will stress the importance of academic achievement. Demonstrates a high degree of ethics, professionalism, human relations and is a positive role model for all students.

### ESSENTIAL QUALIFICATIONS AND REQUIREMENTS

- Valid teacher certification for assignment with verifying transcripts
- Knowledge of principles and methods for curriculum, teaching and instruction for individuals and groups, and the assessment of learning
- Knowledge of curriculum and content for assignment
- Ability to assess and address individual learning needs
- Knowledge of best practices and differentiated instruction
- Enthusiasm for teaching adolescents
- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- Ability to effectively communicate information and ideas in speaking and writing
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods
- Ability to work with building principal to build budget and fiscal recommendations
- Personal resume, letters of recommendation
- Positive attitude
- Patience, reliability, problem solving ability, as well as diplomacy and negotiation skills
- Ability to work independently and also with a team
- Excellent oral and written communication skills, and the ability to interact professionally with a wide variety of individuals
- Respect for confidentiality and integrity
- Strong organizational skills
- Professionalism and strong work ethic
- Model for appropriate behavior, including dress
- Ability to exercise interpersonal and conflict resolution skills in dealing with students and parents

### ESSENTIAL FUNCTIONS AND REPRESENTATIVE DUTIES

- Organize the classroom to provide an effective teaching/learning climate

- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students
- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations
- Prepare, administer, and grade tests and assignments in order to evaluate students' progress
- Adapt teaching methods and instructional materials to meet students varying needs and interests
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula
- Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Enforce administration policies and rules governing students
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations
- Meet with other professionals to discuss individual students' needs and progress
- Meet with parents and guardians to discuss their children's progress and to determine their priorities for their children and their resource needs
- Observe and evaluate students' performance
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities
- Prepare materials and classrooms for class activities
- Prepare reports on students and activities as required by administration
- Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers
- Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need
- Attend and actively participate in professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence
- Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs
- Perform duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading when appropriate
- Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms
- Select, store, order, issue, and inventory classroom equipment, materials, and supplies
- Support extracurricular activities such as clubs, student organizations, and academic contests.
- Use technology and materials to supplement instruction
- Assist teachers in developing unit and lesson plans, utilizing district curriculum, pacing guides, state benchmarks, and national standards
- Keep appropriate records of student progress, prepare reports, and communicate progress with families
- Work with other professional staff to best meet student needs
- With principal, select and order instructional supplies, materials, and resources
- Participate in professional development on a regular basis
- Supervise students both in and out of the classroom
- Prepares appropriate written lesson plans for substitute teachers
- Perform other duties as assigned

**TERMS OF EMPLOYMENT**

Wages and benefits as outlined in the Collective Bargaining Agreement with The Board of Education.

**WORK ENVIRONMENT**

Must be able to work within various degrees of noise and activity. Flexibility and patience are required. Must be self-motivated and able to complete job assignment without direct supervision. Must be able to work toward district goals.

**EVALUATION/PERFORMANCE MEASUREMENTS**

Performance of this job will be evaluated in accordance with provisions of the Board's policy and the Collective Bargaining Agreement. Criteria for performance include but are not limited to:

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction
- Assessing student learning
- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Organizing physical space
- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging students in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness
- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school and the district
- Growing and developing professionally
- Showing professionalism
- Participation in specific training or workshop opportunities
- Demonstration of interpersonal, time, conflict, and stress management skills
- Demonstration of ability to keep records and meet deadlines
- Human interactions
- Production and efficiency related to job duties

**INTENT AND FUNCTION OF POSITION DESCRIPTIONS**

Job descriptions assist organizations in ensuring that the hiring process is fairly administered and that qualified employees are selected. They are also essential to an effective appraisal system and related promotion, transfer, layoff, and termination decisions.

All descriptions reflect essential functions and basic duties. Peripheral tasks have been excluded. Requirements, skills, and abilities are the minimal standards required to successfully perform the positions. In no instance should the duties, responsibilities, and requirements delineated be interpreted as all-inclusive. Additional functions and requirements may be assigned by supervisors as appropriate, in keeping with collective bargaining agreements and law.

*Carman-Ainsworth Community Schools does not discriminate on the bases of race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities. The district shall comply with all applicable federal and state laws and regulations prohibiting discrimination including, but not limited to, Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d. et seq.; and 42 U.S.C §§ 2000e, et seq.; The Americans With Disabilities Act of 1990, 42 U.S.C. §§ 1210, et seq.; The Handicappers' Civil Rights Act, MCL §§ 37.1101, et seq.; and The Elliott-Larsen Civil Rights Act, MCL §§ 37.2101, Age Discrimination in Employment Act (ADEA), 29 U.S.C. §§ 621, et seq.*