



HUMBLE INDEPENDENT SCHOOL DISTRICT

Job Description

Academic Support Teacher (State Comp Ed Funded)

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Reports to:	Campus Administrator
School/Department:	Assigned Elementary Campus
Pay Grade:	Teacher Salary Schedule
Work Days:	187
Wage/hour status:	Exempt
Created/revised:	April 2025

Primary Purpose:

The Academic Support Teacher is responsible for providing campus support to classroom teachers and delivering reading and/or math intervention to at-risk students. This role includes administering diagnostic assessments to identify specific instructional needs of at-risk students and developing targeted intervention plans to accelerate their reading and math growth. The Academic Support Teacher will work with students who qualify as at-risk according to the 13 State criteria, ensuring that instruction is tailored to address their individual learning needs effectively.

Qualifications:

Education/Certification:

- Bachelor's degree in Education or closely related field from an accredited college or university recognized by the US Department of Education
- Texas teaching certification, content/grade-level/program appropriate to assignment

Special Knowledge/Skills:

- Knowledge of curriculum and instruction
- Knowledge of assessment of and for learning
- Knowledge of adult learning and the ability to develop relationships that facilitate learning
- Knowledge of reading and/or math intervention strategies
- Strong organizational, communication, and interpersonal skills
- Skill in presenting oral and written information in a comprehensive and organized manner to diverse audiences and facilitating small and large groups
- Ability to administer and interpret diagnostic reading/math assessment instruments
- Skill in Windows operating systems along with district standard software packages such as MS Office (Word, Excel, PowerPoint), Google (Sheets, Docs, Slides), Google eMail, and other related technology platforms
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to positively impact systematic change within the campus and district in accordance with district goals
- Ability to plan and provide prescriptive professional development aligned to district goals
- Ability to organize and manage multiple complex tasks simultaneously and independently to meet deadlines.
- Ability to perform duties with attention to detail, accuracy, follow-through, courtesy, cooperativeness, and work with minimum supervision
- Ability to instruct students and manage their behavior in accordance with Student Code of Conduct and student handbook
- Ability to maintain professional behavior, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment



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- Ability to build and maintain effective relationships with school administrators, staff, students, and families
- Ability to communicate effectively (verbally and written) utilizing tact and diplomacy and provide a high level of customer service to students, parents, administrators, District officials and employees, co-workers, outside organizations, and the general public

Major Responsibilities and Duties:

1. Provide reading/math intervention to at-risk students “most” at risk of failing to attain grade level expectations.
2. Implement evidence-based instructional strategies that address student learning gaps as indicated by state assessment data.
3. Administer diagnostic reading/math instruments to students most at risk of reading/math failure.
4. Interpret diagnostic reading/math instruments to determine specific instructional needs of at-risk students.
5. Develop instructional plans to meet the individualized needs of identified at-risk students. Monitor reading/math progress of identified at-risk students.
6. Use technology to strengthen the teaching/learning process.
7. Assist classroom teachers in analyzing reading/math assessments and in designing and delivering reading/math interventions.
8. Participate in collaborative committees to make instructional and placement decisions for struggling at-risk students.
9. Provide parent training on how to support children’s literacy and math development in the home.
10. Attend on-going staff development in the areas of reading/math intervention.
11. Compile, maintain, and file all physical and computerized reports, records, and other documents as required.
12. Create classroom environments conducive to learning and appropriate for the physical, social, and emotional development of at-risk students.
13. Manage student behavior and administer discipline according to board policies, administrative regulations and IEPs.
14. Take all necessary and reasonable precautions to protect at-risk students, equipment, materials, and facilities.
15. Maintain a professional relationship with colleagues, students, parents, and community members.
16. Use acceptable communication skills to present information accurately and clearly. Demonstrate behavior that is professional, ethical, and responsible.
17. Keep informed of and comply with state, district, and school regulations and policies for teachers.
18. Attend and participate in faculty meetings and serve on staff committees as required. Articulate the district’s mission and goals in areas of assigned responsibilities to the community and solicit its support in realizing the mission.
19. Demonstrate the use of appropriate and effective techniques for community and parent involvement.

School Improvement Data Analysis

1. Examination of classroom, campus, district, and state assessment data to assist in decision making and action planning.

School/Organizational Climate

1. Maintain professional behavior, promote a positive image, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment that supports the vision and mission of the District.



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2. Maintain a positive and effective relationship, good judgment, and decision making with coworkers, supervisors, other district personnel, outside agencies and organizations, parents, and the community.
3. Ability to communicate effectively, both oral and written, technical and complex assessment data and concepts to a varied audience utilizing tact and diplomacy and maintain effective working relationships that include the general public, policy makers, school administrators, teachers, parents, students, and other measurement professionals

Policy, Reports, and Law

1. Assure compliance with Board and TEA policies.
2. Assure compliance with Senate Bill 1153, House Bill 1416, and other actions related to RtI.
3. Compile and maintain all reports, records, and other documents as required.
4. Comply with policies established by federal and state law, State Board of Education rule, TEA, and local board policy in the area of required reporting to agencies.
5. Download data files and results reports from testing. Prepare and input them for processing by the various software programs utilized by the district.

Communication

1. Maintains confidentiality of privileged and sensitive information when received and distributed to appropriate designees.
2. Promote communication with parents and others in the community concerning the mission of the district and the accompanying products and services, participating in and supporting community collaborative activities; and providing educational outreach into the community.
3. Provide for two-way communication with principals, teachers, staff, parents, and community.
4. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
5. Monitor professional research and disseminate ideas and information to other professionals.
6. Provide outstanding customer service.
7. Maintain good judgment and decision making when dealing with supervisor, co-workers, District officials and employees, and outside agencies and organizations.

Other

1. Maintains confidentiality of privileged and sensitive information when received and distributed to appropriate designees.
2. Demonstrates effective interpersonal skills through communications with parents, community, staff.
3. Attend professional growth activities to maintain awareness of current research and issues in Math, ELA, assessment, teacher education, professional development, including technology integration.
4. Attend training on various software/hardware that is being supported by Humble ISD and maintain a working knowledge of the same.
5. Promotes a positive image that supports the mission of the district, and works with inter-department personnel to continually improve the professionalism of the total department.
6. Performs other duties as may be assigned.

Mental Demands/ Physical Demands/Environmental Factors:

Maintain emotional control under stress

Frequent standing and moderate stooping, bending, pushing, pulling, and lifting (up to 40 lbs)

Possible biological exposure to bacteria and communicable diseases

Workload is deadline driven

Flexibility to maximize teacher learning and schedules

Prolonged use of equipment and computer with repetitive hand motions



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Classroom atmosphere may be noisy and hectic. Classroom are “open” with multiple students working in large open rooms containing two or more desks and equipment.

Contact with parents, community, and/or other district/campus employees

Frequent prolonged and irregular work hours

Occasional travel outside of school district boundaries

Work location assigned requires physical presence in office

Daily attendance and punctuality are essential functions of the job

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____