



Elementary School Teacher

Job Description

JOB INFORMATION

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| Job Title: | Elementary School Teacher |
| Version Date: | 11/6/2020 |
| Category: | Instruction |
| Department: | Instructional Services |
| Work Year: | 10 Month, 164 Days |
| FLSA Classification: | Exempt |

JOB SUMMARY

Prepares Elementary School Students For Meaningful Lives by following curriculum guidelines and state and school system goals; modifying plans on the basis of student diagnostic and assessment procedures; teaching students; preparing, administering, and scoring tests; contributing to students' social development; coaching, counseling, and disciplining students; counseling parents.

Essential Functions

| Essential Function | % TIME |
|--|--------|
| Contributes to elementary school effectiveness by identifying short-term and long-range issues that must be addressed; providing information and commentary pertinent to deliberations; recommending options and courses of action; implementing directives. | 10% |
| Establishes and maintains course outlines and objectives by following curriculum guidelines and state and school system goals; modifying plans on the basis of student diagnostic and assessment procedures. | 10% |
| Teaches elementary students by using language concepts, examples, demonstrations, and teaching aids, such as audiovisual equipment and computers. | 10% |
| Completes elementary educational requirements by scheduling and assigning instructional activities; following up on results. | 8% |
| Assesses student learning by preparing, administering, and scoring tests; reviewing and correcting assignments; eliciting student questions and responses; evaluating application of learning to classroom project results. | 7% |
| Maintains elementary school student learning results by providing instructional feedback; coaching, counseling and disciplining students; planning, monitoring, and appraising learning results. | 10% |
| Maintains student records by documenting learning accomplishments, attendance, and behavior. | 7% |
| Guides elementary school student personal and social development by establishing rules and procedures for administrative matters, student verbal participation, and student movement within the classroom, between classrooms, and on the playground. | 8% |
| Helps parents by providing academic information; suggesting available educational and social resources; addressing parent concerns; answering questions and requests. | 5% |
| Complies with federal, state and local legal requirements by studying existing and new legislation; anticipating future legislation; enforcing adherence to requirements; advising school administration of needed actions. | 5% |
| Maintains safe, secure, and healthy school environment by adhering to standards, policies, and legal regulations; alerting others regarding potential concerns. | 5% |
| Conserves resources by using equipment and supplies as needed to accomplish educational results. | 5% |
| Improves education job knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; benchmarking state-of-the-art practices; participating in professional societies. | 5% |

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| Contributes to student education and elementary school success by welcoming related, different, and new requests; helping others accomplish job results. | 5% |
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QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education

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|-------------------|---|----------|
| Bachelor's Degree | Valid Colorado Teaching License through CDE | Required |
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Work Experience

| | | |
|-----------------|--|-----------|
| 2 years or more | | Preferred |
|-----------------|--|-----------|

Skills

| | |
|---|--------|
| Strong customer service skills, both external and internal | High |
| Excellent oral and written communication skills | High |
| Talking to others to convey information effectively. | High |
| Understanding the implications of new information for both current and future problem-solving and decision-making. | High |
| Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. | High |
| Teaching others how to do something. | High |
| Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. | High |
| Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. | High |
| Being aware of others' reactions and understanding why they react as they do. | High |
| Understanding written sentences and paragraphs in work related documents. | High |
| Managing one's own time and the time of others. | High |
| Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. | High |
| Actively looking for ways to help people. | Medium |
| Communicating effectively in writing as appropriate for the needs of the audience. | Medium |
| Adjusting actions in relation to others' actions. | Medium |
| Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. | High |
| Considering the relative costs and benefits of potential actions to choose the most appropriate one. | High |
| Persuading others to change their minds or behavior. | High |
| Bringing others together and trying to reconcile differences. | Medium |

Licenses and Certifications

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|---------------------------------------|-----------|-----------|
| CPR - Cardiac Pulmonary Resuscitation | Upon Hire | Preferred |
| FIRSTAID - First Aid | Upon Hire | Preferred |

PHYSICAL DEMANDS/WORKING CONDITIONS

Physical Demands

| <i>Physical Demand</i> | <i>NA</i> | <i>Rarely</i> | <i>Occasionally</i> | <i>Frequently</i> | <i>Constantly</i> | <i>Weight</i> |
|------------------------|-----------|---------------|---------------------|-------------------|-------------------|---------------|
| Carrying | | | X | | | |
| Climbing Stairs | | | X | | | |
| Crouching | | X | | | | |
| Grasping | | | | X | | |
| Grip | | | X | | | |
| Handling | | | | X | | |

Physical Demands

| <i>Physical Demand</i> | <i>NA</i> | <i>Rarely</i> | <i>Occasionally</i> | <i>Frequently</i> | <i>Constantly</i> | <i>Weight</i> |
|------------------------------------|-----------|---------------|---------------------|-------------------|-------------------|---------------|
| Kneeling | | | X | | | |
| Reaching (Abduction) | | | | X | | |
| Reaching (Adduction) | | | | X | | |
| Lifting (Above Shoulder) | | X | | | | |
| Pinch | | | | X | | |
| Pulling (Horizontal) | | X | | | | |
| Pulling (Vertical) | | X | | | | |
| Pushing (Horizontal) | | X | | | | |
| Pushing (Vertical) | | X | | | | |
| Lifting (Floor to Waist) | | X | | | | |
| Lifting (Waist to Shoulder) | | X | | | | |
| Reaching (Forward) | X | | | | | |
| Vision (Far) | X | | | | | |
| Reaching (Waist to Shoulder) | X | | | | | |
| Reaching (Above Shoulder) | X | | | | | |
| Reading | X | | | | | |
| Repetitive Motions | X | | | | | |
| Sitting | X | | | | | |
| Standing | X | | | | | |
| Wrist Deviation (Wrist Extension) | X | | | | | |
| Reaching (Floor to Waist) | X | | | | | |
| Vision (Near) | X | | | | | |
| Walking | X | | | | | |
| Wrist Deviation (Pronation) | X | | | | | |
| Wrist Deviation (Radial Deviation) | X | | | | | |
| Wrist Deviation (Supination) | X | | | | | |
| Wrist Deviation (Ulnar Deviation) | X | | | | | |
| Stooping | X | | | | | |
| Wrist Deviation (Wrist Flexion) | X | | | | | |
| Lift 10-20 pounds | | | | | X | |
| Lift up to 50 pounds | | | X | | | |

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

Working Environment

| <i>Working Condition</i> | <i>NA</i> | <i>Rarely</i> | <i>Occasionally</i> | <i>Frequently</i> | <i>Constantly</i> |
|--------------------------|-----------|---------------|---------------------|-------------------|-------------------|
| Extreme cold | X | | | | |
| Extreme heat | X | | | | |
| Humidity | X | | | | |
| Wet | X | | | | |
| Noise | | | | X | |
| Hazards | X | | | | |
| Temperature Change | X | | | | |
| Atmospheric Conditions | X | | | | |
| Vibration | X | | | | |
| Other | X | | | | |

Valid Driver's License Required

| | |
|---------------|-----------------------------------|
| <i>Yes/No</i> | <i>Reason for Drivers License</i> |
| No | |

The work environment characteristics described here are representative of those an employee encounters while performing the

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

Functional Competencies

| <i>Competency</i> | <i>Level</i> | <i>Competency Description</i> |
|----------------------|----------------|--|
| Analytical Thinking | 3. Mid | Diagnoses issues using a systematic and methodical approach. |
| Collaboration | 3. Mid | Maintains mutually beneficial partnerships with other functions. |
| Communication Skills | 2. Novice | Advanced communication skills involving complicated topics. |
| Company Knowledge | 1. Entry | Understands his/her own job and how the role interacts with his/her team. |
| Problem Solving | 4. Experienced | Assesses circumstances using experience and a variety of information gathered. |

SCOPE

Freedom To Act

Works is accomplished with moderate supervision. Follows established and detailed directions. Work is reviewed for accuracy and overall adequacy.

Problem Complexity and Problem Solving Timeframes

Provides resolution to a diverse range of recognizable complex problems. Analysis is required to identify root cause. Uses judgment within defined boundaries to develop alternate solutions, both long and short term. Problem/Task resolution timeframe: Inclusive of shorter timeframes, but typically the majority of tasks take three to six months to resolve.

Financial Responsibility

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| Total Financial Responsibility | The incumbent does not currently have budgetary responsibilities |
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