Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE
Teacher (General Education)

BARGAINING UNIT CLASSIFICATION
Waterbury Teachers’ Association CEA-NEA

DEPARTMENT
Teaching and Learning

REPORTS TO:
Receives administrative direction from the Principal or other administrative official of a higher grade

INCUMBENT NAME

FLSA DESIGNATION
Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for facilitating learning, academic achievement and personal development by providing instruction to students. This class also develops and implements curriculum and lesson plans, utilizes technology to facilitate learning, and demonstrates understanding the varying learning styles and the needs of a diverse student population.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES

A. EDUCATION AND EXPERIENCE

General Experience:

1. Possession of a Bachelor’s degree from an accredited university or college.

Special Requirement:

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

B. CREDENTIALS:

C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:

1. Employment in this class is conditional upon possession of a valid Connecticut State Board of Education teaching certificate/endorsement(s) appropriate to the teaching assignment.

2. Incumbents in this class may be required to possess and retain a current Motor Vehicle operator’s license.

D. CONTINUING EDUCATION REQUIREMENTS:

1. Teachers in this job class must complete all State CEU requirements for re-certification.
E. KNOWLEDGE, SKILLS AND ABILITIES

- Considerable knowledge of core curriculum areas for which the teacher is responsible for instructing, including specialized knowledge in certain fields such as reading, mathematics, science, business, music, art, languages, and so forth, as appropriate;
- Considerable knowledge of educational philosophy, teaching methods and approaches, and currently researched best practices and strategies;
- Knowledge of child development;
- Knowledge of classroom management techniques;
- Knowledge of instructional technologies;
- Knowledge of learner outcomes;
- Knowledge of learning theory, students’ learning styles and needs, both academic and affective, and theories of multiple intelligences;
- Knowledge of multicultural, gender and disability fair curriculum concepts;
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Some knowledge of community resources;
- Excellent listening skills;
- Skill in classroom management and organization;
- Skill in classroom presentation;
- Skill in human relations, mediation, conflict management and interpersonal interactions;
- Skill in maintaining and developing reports;
- Ability and flexibility to interact effectively with students, parents, and other school staff, the administration, and community members of diverse ethnic/racial and socioeconomic backgrounds;
- Ability to adapt teaching styles to diverse student populations;
- Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Ability to communicate effectively, both orally and in writing;
- Ability to evaluate student performance and to present these evaluations in a manner that fosters higher student achievement;
- Ability to multi task and be flexible;
- Ability to plan and implement lesson plans based upon District and school goals, as well as the objectives, needs and abilities of students;
- Ability to provide appropriate instruction in core subjects;
- Ability to utilize computer and multimedia technology, as appropriate;
- Ability to work in a cooperative learning environment;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES

1. May direct the work of paraprofessionals.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.
- Advises, assists, and supervises students, as appropriate, with internships, volunteering and community service projects, securing training stations and employment including employment forms, and regarding various District, State and national competitions;
- Evaluates student performance through examinations, homework assignments, and other methods, promoting student achievement, maintaining the required student records, and, submits required reports, including report cards, to the principal or other school administrators, assessing students’ academic, behavioral and vocational needs, determining student mastery of subjects, and facilitating District-wide testing of students;
- Implements the goals, objectives and standards of the District, the school, and the specific program or department, following a prescribed course of study as delineated in curriculum outlines and authorized by the building principal, developing, adapting, and updating curriculum; and developing and implementing lesson plans;
- Maintains contact and communications with parents of students, and works with them in the development of each student, scheduling and holding parent conferences, as well as conferences with county workers, as appropriate, recruiting students into classes and specialized programs, and enrolling students and maintaining classroom databases on students;
- Participates in staff development and professional growth activities, as required and as requested, participating in appropriate in-service activities or educational opportunities to maintain current teacher certifications, and mentoring new teachers;
- Performs classroom management duties, enforcing school rules governing the conduct of students, taking appropriate disciplinary action regarding students not adhering to school rules, ensuring the safety of students, and maintaining an appropriate classroom-learning environment, including displays;
- Performs other related duties such as enforcing District and school guidelines regarding health and hygienic conditions and practices, as they may affect the physical and mental health of students, coordinating co-curricular and extracurricular school activities, participating in bus, lunch and playground duty assignments, as required, attending and participating in school planning and staff meetings, serving on various school committees, monitoring classroom and student budgets and accounts, providing information for grant-writing processes, and developing, organizing and implementing students’ classroom and school performances, presentations and exhibits.
- Provides instruction in the core and age-appropriate curriculum, assessing initial knowledge or skills, making appropriate use of instructional resources and technologies, including computer technology, developing and implementing instructional activities for students, developing and coping instructional materials, and, orders instructional materials and supplies, collaborating with other teachers, staff resources, and volunteers regarding instructional and program activities; providing for remediation, when necessary, revising teaching methodology to accommodate students, maintaining instructional equipment, as appropriate; and team teaching, when appropriate;
- Regarding special needs students, and in conjunction with special education teachers, determines the least restrictive environment, and assists with the completion of due process reports and Individualized Education Plans (IEPs); coordinating the mainstreaming of special needs students. Participates in Planning and Placement Team (PPT) and/or Central Planning and Placement Team (CPPT).
- Performs related duties as requested.
PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an “X” in each box that is appropriate to your job.

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<th>Working Conditions</th>
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<th>OCCASIONALLY (O)</th>
<th>FREQUENTLY (F)</th>
<th>CONSTANTLY (C)</th>
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<td>Physical Demands</td>
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The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: August 28, 2019