



JOB TITLE: SECONDARY MATHEMATICS TEACHER

JOB SUMMARY: To ensure the highest levels of learning for all students

MINIMUM QUALIFICATIONS: Valid teaching certificate (you will need a Washington State certification after hire if you are out of state); endorsements as appropriate; BA degree. Prefer applicants with Positive Behavioral Intervention Support (PBIS) and RTI experience.

ESSENTIAL FUNCTIONS *(may oversee, perform, and/or assist with):*

- Must have a passion for helping kids and an unwavering belief that all students can learn
- Must have energy, a positive outlook, and a sense of humor
- Must be willing to be a contributing, positive member of professional learning communities; display collaborative skills; work well with adults in all settings; be flexible in an evolving educational environment, be willing to take collective responsibility for the learning of all students
- Must participate in educational planning of students with disabilities
- Must be a reflective person, with a lifelong learning attitude focused on continuous growth
- Must be able to manage and organize all elements of teaching, instruction, assessment, classroom management, parent communication, grading/reporting, analyzing student work, etc.
- Must conduct yourself as a professional at all times
- Must be able to design learning experiences and assessments that allow students to demonstrate whether or not, they have learned the targeted standards
- Must have skills and knowledge to teach Mathematics
- Must have a willingness to integrate Mathematics with other disciplines
- Must be willing to focus instruction on key standards, building, and district goals
- Must be willing to build relationships with parents to assist student learning
- Must be able to quickly learn and incorporate emerging technologies into teaching, learning, and assessment
- Must have the ability to maintain effective classroom management in a student-centered, positive environment
- Must be able to use the action research process to improve instruction, learning, and assessment
- Must be willing to take leadership roles with clubs, contests, or sports as skills allow

WORK ENVIRONMENT/PHYSICAL DEMANDS: Daily work is generally performed in an indoor school classroom. Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge is demonstrated in the subject matter for which he/she is expected to teach; understands the legislated, moral, and ethical framework within which they work; use the programs of study to inform and direct planning, instruction, and assessment.

Skills needed for identifying and responding to learner differences; planning for instruction, translating curriculum and outcomes into meaningful learning activities; creating and maintaining environments that are conducive to student learning and understanding needs for physical, social, cultural, and psychological security; teamwork skills to collaborate with the administration, colleagues, support staff and parent-teacher organizations; be strong managers who command respect and lead by example; strong organizational skills necessary to plan lessons for each class, week and semester; keep students on task and maintaining a well-ordered classroom; to organize papers, files, and their own workload so they can grade and record/return papers in a timely manner; attention to details which is necessary to maintain accurate and up-to-date records.

Ability is required to: establish relationships with students built on respect and a steadfast belief in the ability to learn at high levels; use a broad range of instructional strategies; create and enhance partnerships with parents that are purposeful and meaningful; identify and use relevant learning resources; to understand the importance of contributing, independently and collegially to the quality of the school; engage in assessing the quality of their teaching and career-long learning; understand their student's needs, abilities and learning styles and the various ways of teaching the subject matter.

WORK RELATIONSHIPS: Reports to the building Principal and/or Assistant Principal. Collaborates with other district staff—regular interactions with students and parents.

UNION AFFILIATIONS: WREA

FLSA STATUS: Exempt

This job description, revised **8/2023**, is intended to describe the essential functions of the position, the level of knowledge, skills, and abilities typically required, and the scope of responsibility; however, it should not be considered an all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or relieve, equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the employer's discretion. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with White River School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of an Employment Eligibility Verification form (USCIS Form I-9) presenting proof of identity and employment authorization status.

The White River School District complies with all federal and state laws, rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823, Section 504/ADA Coordinator, Molly Lutz, mlutz@whiteriver.wednet.edu, (360) 829-3959, and Civil Right Compliance Coordinator, Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823. White River School District, P.O. Box 2050, Buckley, WA 98321.

I have read and understand, and have received a copy of this job description. My signature acknowledges that I can perform this position's essential and other functions with or without reasonable accommodations.

Employee Printed Name: _____

Employee Signature: _____ Date: _____