

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE

Teacher

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;
- Excellent oral and written communication skills;
- Human relations 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 infuse technology into curriculum;
- 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 provide instruction that reflects multiple perspectives and multicultural education;
- Ability to utilize computer and multimedia technology, as appropriate;
- Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community;
- 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.

- Assists the administration in implementing all policies and rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner;
- Attends staff meetings and serves on staff committees as required;
- Communicates and interacts with students, parents, staff and community;
- Creates a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives;
Develops, selects and modifies instructional plans and materials to meet the needs of all students;
- Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of central staff as required; Provides input when necessary to student IEP's;
- Establishes learning objectives consistent with appraisal of student needs, requirements of the District's curriculum framework, and knowledge of human growth and development;
- Establishes relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual;
- Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students;
- Maintains accurate and complete records as required by law, District policy and administrative procedures;
- Maintains appropriate records and follows required procedures and practices;
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms;
- Monitors and evaluates student outcomes;
- Monitors appropriate use and care of equipment, materials and facilities.
- On a regular and consistent basis, meets and instructs assigned classes in the locations and at the times designated;
- Participates in school management and shares responsibility for the total school program;
- Plans a program of study that, as much as possible, meets the needs, interests and abilities of individuals to ensure Success for Every Student;
- Plans and supervises purposeful assignments for instructional assistants, teacher assistants, and volunteers;
- Plans for and utilizes instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives;
- Prepares for classes assigned, and shows written evidence of preparation upon request of building administrator;
- Provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure Success for Every Student;
- Provides an instructional program to meet the needs of all students including students with disabilities;
- Supervises students in a variety of school related settings;
- Takes all necessary and safety precautions to protect students, equipment, materials and facilities;
- May evaluate assistants job performance with administrators;
- Performs related duties as required.

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.

NEVER (N) 0 % of Shift	OCCASIONALLY (O) 1-33% of Shift				FREQUENTLY (F) 34-66% of Shift	CONSTANTLY (C) 67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving		X		
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

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