



JOB DESCRIPTION

Job Title	Teacher on Special Assignment
Department	Teaching and Learning
Reports To	Building Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Teacher on Special Assignment (TOSA), assists building administration in a variety of tasks related to the students, staff, parents, and/or community members associated with the school and school district. This position is responsible for the promotion of behavioral components of the Equitable Multi-Level System of Supports (EMLSS) under the direction of the building Principal.

Essential Job Functions

- Assumes shared responsibility, under the direction of the principal, for the maintenance of positive student behavior.
- Works collaboratively and communicates effectively with teachers and leadership to ensure implementation of Positive Behavior Interventions and Supports framework (PBIS).
- Assumes shared responsibility for implementation of all school district policies, rules and regulations concerning student behavior.
- Assumes active involvement with the principal in major school and district student behavior concerns including alcohol and other drug abuse problems.
- Participates cooperatively with counselors, teachers, and school administration in developing individual student alternatives for behavior improvement.
- Assumes shared responsibility with building administration for student supervision before and after school and during school hours.
- Participates in the recommendation, evaluation, and assignment of students to special programs for education.
- Supervises building support staff and conducts support staff annual evaluations.
- Participates in department, team, building, and district meetings and discussions.
- Assists building administration with Tier I, II, and III Positive Behavior Interventions and Supports (PBIS) teams.
- Works cooperatively with social welfare agencies, law enforcement services, and health departments.
- Maintains strong public relations with families and community.
- Supervises and responds to general student behavior.

- Attends school events to support students to gain additional academic and social/emotional success.

Ancillary Job Functions

- Assists with leadership responsibility of the Principal in the absence of the Principal.
- Stays current in professional growth through professional readings, seminars, workshops, and conventions.
- Performs other related duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor’s degree in Education or related field.
- Wisconsin Teaching License for applicable grade levels
- Minimum of three years classroom teaching experience

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master’s degree in Educational Leadership or related field.
- Principal (51) license.
- Non-violent Crisis Intervention (NCI) certified.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to use a systemic and cooperative approach in carrying out assignments while making effective use of resources.
- Ability to learn rapidly and adapt quickly to changing situations.
- Strong leadership skills.
- Ability to make critical evaluations/suggestions for improving student outcomes and behavior.
- Ability to work effectively with staff, families, the community, and students/student groups.
- Knowledge of adolescent characteristics
- Ability to make professional judgement.
- Ability to effectively work with adolescent students.
- Excellent organizational skills
- Excellent interpersonal skills
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/school environment and moderate noise levels.

Physical Requirements – The physical demands described below 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 essential functions.

- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- Must be able to work at desk/computer for extended periods of time.
- Must be able to frequently talk and listen.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.