

**CLASSROOM TEACHER**

**POSITION TITLE:**

Teacher

**TYPE OF AUTHORITY:**

Staff

**REPORT TO:**

Building Principal

**CONSULT WITH:**

Principal, Professional Staff, and Auxiliary Personnel

**EMPLOYMENT:**

A contract shall be tendered by the employing Board to probationary and tenured teachers. A renewed contract may not be required to be signed and returned to the Board in less than 15 days after being tenured. Work schedule is determined by the annual approved school calendar, 178 teacher work days.

**BASIC FUNCTION:**

To participate as a member of the instructional staff to direct learning activities in the attainment of subject, school and system objectives,

**BASIC RESPONSIBILITIES:**

1. To evaluate pupils in terms of their academic, social, physical and emotional needs and growth and to develop appropriate activities to develop and maintain desirable qualities.
2. To become familiar with Board policies and regulations.
3. To report to duty at 7:30 a.m. and remain until 3:15 p.m.
4. To see that students have vacated the building at the end of the school day.
5. To supervise students under their care until the students leave the building.
6. To file with the administrative office a current teachers' certificate and updated college transcript no later than the first week of school.
7. To conduct classes and handle extracurricular activities assigned to them by their principal.
8. To maintain neat and orderly classrooms with proper ventilation. At the close of each day all windows are to be closed and doors locked.
9. To participate in school and community activities.
10. To attend all educational meetings called by the administration.
11. To supervise students in the use and care of school equipment and property.
12. To report and consult with the school nurse all injuries and health related concerns.
13. To provide opportunities for pupils to develop the ability to solve problems, to think critically, to communicate understandably, and to study effectively.
14. To establish a classroom climate conducive to effective learning and study.
15. To carry out routine duties promptly and accurately. (read bulletins to students, take attendance each period, lunch count, reports to the principal's office, inventories, and supervisions).

16. To work with the principal and instructional staff on specific problems of individual students.
17. To work with parents in guiding growth and development of students.
18. To contribute to the continuous improvement of the education program by initiating suggestions and producing work when appointed as a member of various committees on curriculum, textbooks, testing and evaluation.
19. To engage in appropriate studies and activities to improve professional competence.
20. To promote the development of student self-discipline by providing appropriate supervision in the classroom, other parts of the school building and grounds, and at school related activities.
21. To work with other agencies to better the welfare of the students under their direction.
22. Maintain accurate records associated with fundraising activities for internal and external audit purposes and assume sound fiscal management of all funds collected.
23. To assume such other duties and responsibilities as may be assigned by the building principal.
24. Special education teachers will implement goals established in individual IEP's. They will also comply with all federal, state and local guidelines and timelines for implementing IDEA. In addition, special education teachers will work cooperatively with the district staff to effectively meet the health needs of the students.

### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully preform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must be able to see, hear and move quickly enough to provide for the safety and instructional needs of students. Must be able to articulate clearly; must be physically active and interactive throughout the school day, i.e. to be able to stand for extended periods of time, stoop, bend, do light lifting, push, pull, step, and have good finger dexterity, i.e. have emotional coping skills appropriate for the management for student behavior; be able to tolerate environmental smells and substances commonly associated with students and educational institutions.

