

**HAMPTON BOARD OF EDUCATION
JOB DESCRIPTION**

POSITION TITLE: Elementary (Pre-K to Grade 6) Classroom Teacher

PAY GRADE: Per HEA Contract

UNION REPRESENTATION: Hampton Education Association

SUPERVISOR: Elementary School Principal

SUMMARY / GOAL OF POSITION:

The position of Elementary School Teacher provides each student with the basic foundational skills to succeed in a diverse and interdependent world

INSTRUCTION:

Essential Functions and Responsibilities:

- Provides a safe, secure, student - centered learning environment to promote and support student growth.
- Establishes rapport with students to foster social and academic development.
- Supervises students and manages student behavior to create and maintain a safe and productive learning environment.
- Plans, organizes and instructs students in developmentally appropriate activities to improve academic and social skills through a defined course of study.
- Communicates expectations and curriculum requirements for the purpose of reinforcing classroom goals to improve student achievement.
- Collaborates with instructional staff, school personnel, parents and/or community members for the purpose of improving the quality of student learning.
- Utilizes methods necessary to implement classroom and/or subject specific assignments that provide an effective learning program that enables students to achieve learning goals.
- Implements academic, behavioral and health plans (for example, IEPs, intervention plans, care plans, 504 plans) to comply with regulatory requirements and established guidelines.
- Participates in meetings to convey and/or gather required information.
- Informs parents and/or legal guardians of student progress to communicate student achievement, develop methods for improvement, and reinforce classroom goals.
- Models classroom procedures and expectations to demonstrate appropriate social and interpersonal behavior.
- Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators) to resolve issues and provide information and/or direction.
- Creates and adapts lesson plans and classroom work to provide students with instruction that meets their respective needs within established curriculum.
- Prepares a variety of materials (e.g., grades, attendance, anecdotal records) to document student progress and meet mandated requirements.
- Assesses student progress towards objectives, expectations, and goals and provides feedback to students, parents and administrators for the purpose of transparent processes and learning community support.
- Administers required assessments to measure student achievement levels and/or adapt curriculum and instruction.
- Participates in the SRBI meetings and implements SRBI instructional support for individual students

- Has training in and ability to provide guidance and demonstrations to Special Education paraprofessionals and other staff - including certified staff - in ABA, PMT, Safety Care and Restraint and Seclusion requirements
- When assigned, directs the work of pre-service student teachers, volunteers, and instructional assistants (paraprofessionals and tutors) in the classroom to meet the needs of students.
- Establishes and maintains collegial and cooperative relationships with school personnel, parents and community members to engage and in order to optimize student learning outcomes, opportunities and improvement
- Organizes and ensures the availability of equipment, materials and personnel to achieve educational and safety objectives (e.g., field trips, first aid coverage, transportation, assemblies.)
- Reports incidents promptly to maintain personal safety of students and adhere to Connecticut law and district policies.
- Responds to emergency situations to resolve immediate safety concerns and/or refer matters to appropriate personnel for resolution.
- Participates in and incorporates professional development into classroom instruction to implement curriculum, increase achievement and support district and school improvement efforts.
- Addresses recertification requirements to maintain state certification and highly qualified status.
- Performs other related duties, as assigned, to insure the efficient and effective functioning of the school.
- Acts with integrity, fairness and in an ethical manner to maintain functional relationships with students and colleagues.
- Knows and follows School District policies and procedures, and applicable state and federal law to ensure compliance with regulatory requirements and guidelines.

ORGANIZATIONAL:

Specific competencies required to satisfactorily perform the functions of the position include: verbal and written communication skills (including public speaking); presentation skills; effective listening skills; administering assessment instruments; operating standard office/ classroom equipment; using software applications; interpreting data; using technology as an instructional tool; developing materials for lesson plans; creating a student-centered environment; preparing and maintaining accurate records.

CLASSROOM ENVIRONMENT:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and some fine finger dexterity. Sufficient stamina to be able to perform normal classroom duties including physical strength to protect students from self harm or the harming of others, reporting accurately all incidents involving students to administration and any other additional duties required that may include providing first aid. This job is performed in a generally clean and healthy environment and effectively uses technology as a major teaching tool

PROFESSIONAL:

Specific knowledge-based competencies required to satisfactorily perform the functions of the position include: READERS/ WRITERS WORKSHOP curriculum; use of on-line curriculum supports in math, social studies and science, the Connecticut Common Core curriculum standards; developmentally appropriate content and activities; lesson plan requirements; stages of child development; behavioral management strategies - including but not limited to: ABA, PMT, Safety Care and Restraint and Seclusion; policies, regulations and/or laws; school- based procedures including DCF mandated reporter requirements and a complete understanding of the goals setting process for the continual improvement of professional competencies

KNOWLEDGE, SKILLS and ABILITIES:

Specific ability-based competencies required to satisfactorily perform the functions of the position include: establishing and maintaining constructive relationships; adapting to changing work priorities; planning; maintaining confidentiality; exercising sound judgment; exhibiting tact and patience; flexibility in working individually and as part of a team, record keeping and the accurate reporting of student progress at all SRBI and when appropriate Special Education meetings as well as providing student progress reports to parents in both written and oral formats

Minimum Qualifications: BA and appropriate Connecticut teacher certification

Relevant experience preferred

Bachelor's degree from an accredited institution in job - related area or an equivalent combination of work experience and education that satisfies Ct. certification requirements (Alternate Route to Certification).

Highly Qualified Teacher status under NCLB.

Required: Finger printing. DCF child abuse and neglect registry search, State of CT. Educator Employer Verification, DCF mandated report training