

High School Site Based Substitute Teacher

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: High School Site Based Substitute Teacher **Department:** Instruction

D.P.Y. Teacher Calendar/ 200 days

Job Description

Date Reviewed: June 2019

Reports To: Building
Principal

Purpose of Job

To follow and implement lesson plans, provide quality instruction, as well as a safe and orderly environment in the absence of the regular classroom teacher. Assist with daily duties and tasks within the school building at the discretion of the principal.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Meets and instructs assigned classes in the locations and at the times designated.

Accurately follows daily schedule established by the classroom teacher.

Implements a planned program of study designated by the classroom teacher.

Provides accurate information and instruction in regards to the content as designated by the classroom teacher.

Communicates clear outcomes for all lessons, class work, and projects as assigned by the classroom teacher.

Maintains a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

Familiarizes self with and implements established rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

Assigns and collects student work as instructed by the classroom teacher.

Communicates with the classroom teacher essential information in regards to the students and day of absence.

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Communicates with parents when directed and appropriate by building principal.

Familiarizes self with the school building, policies, procedures, and personnel.

Establishes and maintains cooperative interactions with other school personnel.

Serves as a model for the district's mission, vision and goals.

Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Maintains confidentiality and compliance with student Individualized Education Programs and 504 Plans as required by law, district policy, and administrative regulation.

Maintains a standard of performance and conduct as required by state, law, local board of education and community expectations.

Maintains professionalism in all interactions with students, school personnel, parents, and community members.

Support school level process when not assigned to a specific classroom to include: providing clerical assistance, working individually with students, supervising students during school activities and during the school day, providing support to individual teachers and/or programs as designated/assigned by the building principal.

Participates in planning and staff development activities to include faculty meetings.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Successful student teaching experience, if applicable.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Medium work: Exerting up to 50 pounds of force occasionally, and / or up to 20 pounds of force frequently, and/or up to 10 pounds of force to constantly to move objects. Must be physically able to operate a variety of office machines and equipment such as computers, printers, typewriters, facsimile machine, binding machine, television and VCR, tape recorders, photocopiers, opaque projectors, laminators, transparency machine, paper cutter, etc. Must be physically able to work, move or carry objects or materials. Essential physical requirements of the job include: **Climbing:** Ascending or descending ladders,

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stairs, ramps, and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. **Stooping:** Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles. **Kneeling:** Bending legs at knee to come to a rest on knee or knees. **Crouching:** Bending the body downward and forward by bending leg and spine. **Crawling:** Moving about on hands and knees or hands and feet. **Reaching:** Extending hand(s) and arm(s) in any direction. **Standing:** Remaining upright on the feet, particularly for sustained periods of time. **Walking:** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. **Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. **Pulling:** Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion. **Lifting:** Raising objects from a lower to a higher position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles. **Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with whole hand or arm as in handling. **Grasping:** Applying pressure to an object with the fingers and palm. **Feeling:** Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. **Hearing:** Perceiving the nature of sounds at normal speaking levels with or without correction, and having the ability to receive detailed information through oral communication, and making fine discriminations in sound.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to students

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to teaching. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively basic principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to teaching.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight, and utilize statistical inference.

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FORM/SPATIAL APTITUDE: Requires the ability to visually inspect items for proper length, width, and shape visually with office equipment.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have minimal levels of eye/hand/foot coordination.

COLOR DISCRIMINATION: May require the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and elected officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under minimal stress when confronted with an emergency related to classroom duties.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

KNOWLEDGE OF JOB

Has thorough knowledge of the policies, procedures, and activities of the School System practices as they pertain to the performance of duties relating to teaching. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to the classroom. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and made written reports and documents in a concise, clear and effective manner. Has good organizational, human relations, and technical skills. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret and apply regulations, procedures, and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department.

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The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the School System may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date