

Washington School District Job Description



MULTI-AGE CLASSROOM TEACHER

Title: Multi-Age Classroom Teacher

Minimum Qualifications:

1. Minimum of bachelor's degree from an accredited college or university.
2. Satisfactory student teaching experience or a history of successful classroom teaching.
3. New Hampshire certification or eligibility to hold NH Certification.

Desired Attributes:

- Strong pedagogical and content knowledge that aligns with age-appropriate development
- Ability to incorporate content across disciplines
- Learner-centered, hands-on approach to teaching
- Strong ability to differentiate instruction for a variety of learners
- A love for the outdoors and desire to create opportunities for learning outside the traditional classroom
- Ability to work collaboratively with other educators and support staff
- Strong organizational skills to keep up with multiple responsibilities, including lesson planning, instruction, data collection and analysis.

Reports To: Teaching Principal

Job Goal: The primary job goal of an elementary school classroom teacher is to educate and nurture young students academically, socially, and emotionally. This involves creating a supportive and engaging learning environment where children can develop essential skills in subjects like math, reading, writing, science, and social studies. Teachers also focus on fostering critical thinking, creativity, and problem-solving abilities. Additionally, they play a crucial role in promoting positive behavior, building self-esteem, and teaching important life skills such as communication, collaboration, and empathy, which help students become responsible citizens. Ultimately, elementary school teachers aim to inspire a love of learning and help each student reach their full potential. The roles and responsibilities of the elementary classroom teacher provide necessary support for the Priority Areas outlined in the SAU #34 Strategic Plan.

Strategic Plan Priority Areas:

Priority Area: Student Success: Every student deserves an exceptional education, one grounded in purposes larger than themselves, regular and meaningful opportunities for self-determination, feedback about the increasing difference they are making in matters important to them, and growing relationships.

Goal: SAU 34 will provide high quality educational opportunities for all students that foster the acquisition of critical academic skills, embedding the tenets identified in the Portrait of a Graduate (adaptive perseverance, responsibility, learner's mindset, global citizenship, communication, critical thinking, and collaboration), meeting the expectations for success in

post-secondary education and the workplace.

Priority Area: Culture: Staff and students thrive in positive learning and work environments where they feel physically, psychologically, and emotionally safe and connected; supported; reasonably autonomous; and driven by a strong sense of purpose and meaning.

Goal: SAU 34 will develop and maintain a welcoming environment that supports the tenets of the Portrait of a Graduate, ensuring students, staff, and families feel valued, safe, and supported to foster a responsive and high achieving culture.

Priority Area: Learning Environments: Few investments serve as such high profile demonstrations of how we value the education of our students as the facilities we use. The facilities in which we spend our time together provide daily cues and clues that affect the learning and work cultures for students and staff respectively.

Goal: SAU 34 will provide and maintain facilities that support a high quality, future focused, teaching and learning environment that allows multiple educational opportunities.

Performance Responsibilities:

Planning and Preparation

- Plans lessons that employ a variety of instructional techniques that, when implemented, meet, as much as possible, the needs, development, and capabilities of the individuals or student groups involved.
- Plans lessons aligned to multiple grade level standards and are differentiated to meet the needs of a variety of learners.
- Plans and supervises purposeful assignments for instructional paraprofessionals(s) and/or volunteer(s).
- Utilizes high-quality instructional materials to ensure access to rigorous content, to promote student engagement, and to support the needs of individual students.

Classroom Learning Environment and Culture

- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Assists the administration in implementing all policies and rules governing student life and conducts and maintains order in the classroom in a fair and just manner.
- Builds meaningful relationships with students and families.
- Creates and contributes to a collaborative learning environment within the classroom where students feel safe and nurtured in an empathetic culture.
- Organizes a classroom that is safe and allows for multiple educational opportunities.
- Promotes positive student behavior within the classroom.

Instruction for Student Success

- Guides the learning process toward the achievement of state standards at multiple grade levels and establishes clear objectives for all lessons, units, projects and the like.
- Develops classroom routines that actively engage students in their learning.
- Strives to implement by instruction and action the district's philosophy of education and instruction goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Engages families in the instructional program frequently and routinely, informing parents/guardians of student progress or areas of concern.
- Demonstrates knowledge of subject material by creating engaging lessons.
- Utilizes technology with proficiency for professional use and assistive technology to support student achievement.
- Implements the practices of formative and summative assessments.
- Constantly reviews data to determine student needs and instructional priorities.

Professional Development and Professional Responsibility

- Makes referrals to district specialists of students who exhibit signs of educational difficulties and behavioral concerns.
- Maintains accurate, complete and correct records as required by law, district policy and administration regulation.
- Attends all meetings and required events, as assigned by the building principal or designee.
- Serves on committees as required by SAU 34.

- Follows confidentiality policies and procedures regarding students, families, and fellow staff members.
- Responds as soon as possible, but no later than 48 business hours, to parent, student, teacher and administration inquiries via phone and/or e-mail.
- Fulfills district's professional development requirements.
- Attends district professional development opportunities and seeks out professional development to meet individual needs.

This job description is not intended to be all inclusive, and employees will also perform other reasonably related duties as assigned by immediate supervisor and other management as required.

Working Environment: While performing the duties of this job, the employee will constantly bend neck and back, use hands for repetitive grasping and pushing/pulling. The employee is frequently required to stand/walk, squat, kneel, use hands for fine manipulation. The work requires some physical exertion such as long periods of standing; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as books. Potentially exposed to ordinary infectious diseases as carried by students; exposed to student noise levels. Required to work outdoors in inclement weather; required to stand for prolonged periods. Duties may be occasionally performed on field trips away from school or in outdoor learning environments.

Evaluation: Per Washington School District Professional Evaluation Plan

Contract: Per Washington Elementary School Compensation Handbook

Approved: