

JOB DESCRIPTION – Lead Teacher

JOB TITLE: Lead Teacher
LOCATION/DEPT: St. Francis College Preparatory Campus
REPORTS TO: Site Leader
WORK SCHED: Full Time/10 Months
FLSA STATUS: Exempt From Overtime

DEFINITION: Lead Teacher is responsible for the education of assigned students as well as the coordination of grade level subject matter, and will collaborate with grade level cross-curricular teams informed by Professional Learning Communities (PLC) to create and manage an aligned and appropriate program and environment favorable for learning and personal growth.

ESSENTIAL DUTIES:

- Understand and apply the vision and mission of SFCP.
- Meet all applicable regulations.
- Under the supervision of the Site Leader, manage collaboration of Team Teachers to ensure that grade level cross-curricular programs are aligned. Direct and coordinate activities of Team Teachers as appropriate.
- Under the supervision of the Site leader and Administration, assist in the recruiting and hiring of Team Teachers.
- Mentor new teachers and teachers new to the organization. Assist in monitoring and reporting on new teacher progress to Site Leader as part of the Annual Review process.
- Perform day-to-day administrative tasks including maintaining informational files, monitoring supplies and resources, and processing paperwork. Perform periodic administrative tasks including assisting Administrative Staff in the creation and monitoring of departmental budgets or other tasks as assigned by the Site Leader.
- Provide appropriate personal assistance, medical attention, emotional support or other personal care to others including coworkers, students, or parents as necessary. Under the supervision of the Site Leader, assist with student and family grievances, complaints and concerns. Participate in disciplinary and other hearings as necessary.
- Maintain and enrich expertise in the area taught. Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.
- Collaborate with other team teachers, team leads and administrators in the development, evaluation, and revision of cross-curricular programs. Participate in Professional Learning Communities (PLC) to improve and enhance aligned programs for students, develop and communicate best practices, and assist in the professional development of staff.
- Develop lesson plans that ensure the attainment of learning standards aligned with concepts covered by cross-curricular teams.
- Provide direct and indirect instruction. Supervise, evaluate, and plan assignments for new teachers, teacher assistants and volunteers.
- Attend staff meetings, and serve on committees as required. Meet with other professionals to discuss individual students' needs and progress.
- Establish clear objectives for all lessons, units, and projects, and communicate these objectives to students.

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- Long and short-term planning addressing individual needs of students. Meet the emotional, social, physical and cognitive needs of each student.
- Provide a safe, healthy, inviting, exciting, innovative learning environment employing various techniques established in PLC sessions.
- Maintain accurate and complete student records as required by laws, local policies, and administrative regulations. Prepare reports on students and activities as required by administration. Evaluate students' progress. Keep accident reports.
- Engage in effective and appropriate classroom management.
- Meet with parents and guardians to discuss their child's progress and needs, determine priorities for their child, and suggest ways that they can promote learning and development.
- Accept and incorporate feedback and coaching from administrative staff; enforce all administration policies and rules governing students.
- Perform other duties as assigned and deemed appropriate by the Site Leader.

QUALIFICATIONS:

- Demonstrate expertise in the subject areas they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience
- Demonstrate ability to inspire and motivate students. Demonstrate patience, compassion, and creativity.
- Demonstrate knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, whether student or coworker, and the measurement of training effects.
- Demonstrate knowledge of basic business and management principles involved in departmental budgeting and tracking, human resource modeling, leadership techniques, and coordination and allocation of people and resources.
- Demonstrate knowledge of principles and processes for providing customer and personal services, including customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Possess any required local or state teaching permit and meet any other applicable state or federal requirements.
- Working knowledge of commonly used technology; MS Word, MS Excel, MS Power Point and common email and internet research and communication methods.
- Ability to pass criminal background investigation.
- Demonstrate communication skills.
- Demonstrate ability and experience to engage the interest of high school students.
- Demonstrate ability to work with diverse students, including those with special needs.
- Demonstrate ability to work well with parents.
- Demonstrate ability to work effectively as a team member.
- Demonstrate ability to evaluate tests and measurements of achievement.
- Demonstrate accountability for student results.
- Verbal Expression – the ability to communicate information and ideas in speaking so others will understand.
- Verbal Comprehension – The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Written Expression – The ability to communicate information and ideas in writing so others will understand.

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- **Written Comprehension** – The ability to read and understand information and ideas presented in writing.
- **Speech Clarity** – The ability to speak clearly so others can understand.
- **Speech Recognition** – The ability to identify and understand the speech of another person.
- **Near Vision** – The ability to see details at close range (within a few feet of the observer).
- **Problem Sensitivity** – The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Deductive Reasoning** – The ability to apply general rules to specific problems to produce answers that make sense.
- **Attention to Detail** – Thoroughness in completing work tasks.
- **Character** - Modeling moral and ethical behavior.
- **Dependability** – Being reliable, responsible and dependable, fulfilling obligations in a timely manner.
- **Self-Control** – Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

COMPETENCIES

- **Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.
- **Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.
- **Service** - Manages difficult or emotional situations; Responds promptly to others' needs; Solicits feedback to improve service; Responds to requests for service and assistance; Meets commitments.
- **Interpersonal Skills** - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.
- **Oral Communication** - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.
- **Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.
- **Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.
- **Leadership** - Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others.
- **Ethics** - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.
- **Organizational Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

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- **Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.
- **Quality** - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.
- **Adaptability** - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.
- **Attendance/Punctuality** - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.
- **Dependability** - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals.; Completes tasks on time or notifies appropriate person with an alternate plan.

PHYSICAL DEMANDS

The physical demands and work environment described here 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 the essential functions.

- Spends the majority of the day standing and sitting in the office or classroom.
- Ability to hold light objects during demonstrations, etc. while standing. These can be held from waist level to slightly above the teacher's head.
- Ability to walk through the classroom and maneuver in tight spaces between desks.
- Ability to kneel, squat, stoop and bend from 50-70 degrees at the waist, sometimes frequently.
- Ability to grasp chalk, markers or erasers and reach below, at, or above shoulder height to write on/erase chalkboard or whiteboard. The chalkboard or white board is occasionally to frequently used which can require grasping the chalk or marker or eraser, reaching at, below or above shoulder height with the dominant upper extremity.
- Ability to rotate trunk or neck to look behind.
- Occasionally walking on uneven surfaces, including wood chips and negotiating a 6" curb.
- Teachers may be required to assist in physical education which would occasionally involve lifting, using both upper extremities while assisting the student. The teacher may be required to do yard duty, which involves walking on even and uneven surfaces including wood chips and negotiating a 6" curb.
- The ability to push or pull objects that weigh up to 25 pounds.
- The ability to lift and carry items that can weigh up to 25 pounds for distances of up to 200 feet.
- The ability to sit at a desk, bending forward from the waist, leaning on forearms, looking down, which requires neck flexion.
- The ability to grasp and manipulate pens, markers, staplers, scissors.

WORK ENVIRONMENT

- Works in a variety of settings including classrooms and outdoors.
- Conditions that can be dusty, dirty, and/or extremely hot, cold or humid.
- May be subject to fumes, odors, or dust.
- May be required to walk on uneven surfaces such as grass, asphalt, cement, stairs, ramps and curbs.
- Noise level is moderate to loud.

REQUIREMENTS

- Bachelors or higher degree in subject specialty.
- LiveScan fingerprint clearance.
- Possession of a valid clearance from TB.
- Possession of a valid Pediatric CPR and First Aid certification, EMSA approved.
- Possession of a certification in Preventive Health Practices, EMSA approved.
- Voluntary written affirmation of SFCP Statement of Faith and/or willingness to ensure support of such Statement of Faith in the performance of any and all job related duties
- Voluntary written affirmation of SFCP Code of Conduct

Right to Revise: This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.