



Job Title: Teacher, Classroom

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: Multiple

JDE: T-1.04

MAJOR FUNCTION:

Lead students toward the fulfillment of their potential for intellectual, emotional, physical, and social growth in a safe and cost-effective manner that supports the goals of the District.

MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Valid Florida teaching certificate covering appropriate area of responsibility.

PREFERRED QUALIFICATIONS:

- Master's degree from an accredited institution.
- Experience managing business/department functions and staff.

Relevant work experience or education may be substituted to satisfy minimum qualifications.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands; interpersonal skills.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to work effectively under stress of deadlines, volume of workload, and multitasking requirements.
- Ability to organize self, prioritize tasks, and maintain a high level of energy in a fast-paced environment to provide efficient services.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.

REPORTS TO:

Principal or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Plan individually or cooperatively a program of study that meets the individual needs, interests, diverse backgrounds, and abilities of students.
- Assist in establishing department or grade-level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Guide the learning process toward the achievement of curriculum goals and, in harmony with the goals, establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
- Employ instructional methods and materials that are most appropriate for meeting stated objectives.
- Assess the accomplishments of students on a regular basis and provide progress reports as required.
- Diagnose the learning strengths and weaknesses of students on a regular basis, seeking the assistance of District specialists as deemed appropriate.
- Counsel with colleagues, students, and/or parents on a regular basis.
- Assist administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develop reasonable rules of classroom behavior and procedures and maintain order in the classroom in a fair and just manner.
- Plan and supervise purposeful assignments for support personnel and school volunteers to work cooperatively with department heads or grade level chairmen; evaluate their effectiveness.
- Use appropriate technology in teaching and the learning process.
- Maintain accurate, complete, and correct records and reports as required by law, District policy, and administrative regulation.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Adhere to the Code of Ethics of the Education Profession in Florida and meet all school and District policy requirements.



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- Support school improvement initiatives by actively participating in school activities, services, and programs.
- Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- Establish an appropriate testing environment and test security.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles 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.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	20%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	100%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	40%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%



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<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	90%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	30%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> 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 motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	30%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 196, 201, 206, 216, 226, 255, Casual

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 12-20-74

REVISED: 8-15-06, 11-7-18, 7-28-20, 1-26-21, 7-31-23

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.