



## Job Title: Specialist, ESOL Contact

**Salary Schedule:** Instructional  
**Pay Grade:** Instructional

**Job Code:** 310555  
**JDE:** S-35.87

### MAJOR FUNCTION:

Assure school-wide compliance with META Consent Decree for English Language Learner (ELL) students.

### MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Valid Florida teaching certificate.
- ESOL certified/endorsed.
- Valid Florida Driver's License.

### PREFERRED QUALIFICATIONS:

- Four (4) years of related teaching experience with ELL programs.
- Bilingual/biliterate in English and in a minimum of one (1) target language (Spanish, French, Creole, Portuguese, etc.)

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

### KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; organizational and management skills; mathematical and analytical skills.
- Written and oral linguistic skills in English and in a minimum of one (1) target language (Spanish, French, Creole, Portuguese etc.).
- Knowledge of federal, state, or local regulations governing the ESOL program (such as No Child Left Behind, Title III Requirements, and Multicultural Education, Training, and Advocacy, Inc. (META) Consent Decree).
- Knowledge of pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Knowledge of and experience with industry-standard equipment, materials, practices, computers, and applications.
- Ability to translate as needed in English and in a minimum of one (1) target language (Spanish, French, Creole, Portuguese etc.).
- Ability to professionally and effectively respond to customer needs and requests for service or assistance.
- Ability to perform analyses and present findings to diverse groups using various formats.

**REPORTS TO:** Designated Supervisor or Designated Administrator

### ESSENTIAL JOB FUNCTIONS:

- Assess and evaluate new students for placement eligibility for ESOL services.
- Initiate and maintain student records/folders/ESOL documentation/paperwork.
- Assess students for the purpose of reclassification and post-reclassification procedure.
- Serve as the chairperson for the school-based ELL Committee.
- Schedule/conduct ELL Committee meetings.
- Monitor the students' ESOL records (blue inserts) in preparation for audit documentation.
- Inputs related ELL program data in FOCUS to create records; updates and/or corrects information as needed to ensure accuracy (ie. student test scores, entry, reevaluation, and exit data; student status changes; appropriate Instructional Model codes; immigrant status). Searches student information and requests data from other Florida counties as necessary.
- Participate in all retention meetings for ELL students.
- Complete tasks as shared in the ESOL Monthly Tasks checklist to ensure school compliance with State regulations.
- Advise/help content teachers with ELL students and ESOL strategies.
- Attend ESOL Contact meetings and trainings at the district level.
- Liaison with guidance for ELL students.
- Correct FTE errors generated from FOCUS during FTE survey periods.
- Adhere to District policies and procedures to be in compliance with the META Consent Decree.
- Flexible schedule where student contact time is no more than half the school day.
- Attend MTSS Tier 3 meetings for ESOL students going through the process.
- Provide ongoing Professional Learning to school staff.
- Progress monitor ELL student data and supplemental programs



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- Maintain a working knowledge of the District's ELL Plan, META Consent Decree, and Title 3 program requirements as they relate to monitoring school programs and records compliance.

### 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"/> <b>Balancing</b>	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"/> <b>Climbing</b>	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"/> <b>Crawling</b>	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> <b>Crouching</b>	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> <b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> <b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> <b>Grasping</b>	Applying pressure to an object with the fingers and palm.	80%
<input checked="" type="checkbox"/> <b>Hearing</b>	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"/> <b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> <b>Lifting</b>	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"/> <b>Pulling</b>	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"/> <b>Pushing</b>	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> <b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> <b>Repetitive Motion</b>	Substantial movements (motions) of the wrists, hands, and/or fingers.	80%
<input checked="" type="checkbox"/> <b>Seeing</b>	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> <b>Sitting</b>	Particularly for sustained periods of time.	90%
<input checked="" type="checkbox"/> <b>Standing</b>	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> <b>Stooping</b>	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"/> <b>Talking</b>	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.	80%
<input checked="" type="checkbox"/> <b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

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

**DAYS PER YEAR:** 196

**FLSA STATUS:** Exempt

**BARGAINING UNIT:** TALC

**WORKER'S COMP. CATEGORY:** 8868 – School Professionals

**BOARD ADOPTION:** 05-07-2024

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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.