



The School District of Lee County

Job Description

JOB TITLE: Learning and Leadership Teacher (Senior)

FLSA STATUS:	Exempt	PAY GRADE:	Supplemental
SALARY SCHEDULE:	Instructional	JOB CODE:	Supplemental
BARGAINING UNIT:	TALC	DAYS PER YEAR:	Supplemental
WORKER'S COMP CATEGORY:	8868 - School Professionals		

MAJOR FUNCTION:

Serve as an expert instructional coach to school and District-based instructional coaches to build capacity to increase student achievement. Partner with school and District representatives to design appropriate strategies that lead to the professional growth and retention of new teachers in high-needs schools.

MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Valid Florida teaching certificate.
- Two (2) years of experience as a Learning and Leadership Teacher.
- Three (3) years of Highly Effective/Effective teaching experience with at least one (1) year in Lee county.
- Two (2) years of Highly Effective/Effective Final Performance Evaluations.
- Member of the School District of Lee County's Teacher Career Bridge.
- Successful completion of the School District of Lee County Clinical Educator training.

Such alternatives to the above qualifications as the Board may find acceptable.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Organizational, leadership, interpersonal, and managerial skills.
- Oral and written communication skills.
- Ability to work with and lead diverse groups of people.
- Knowledge of and experience with industry-standard computer applications.

REPORTS TO: Designated Supervisor or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Build relationships with school and District personnel for the purpose of establishing an environment of trust, collaboration, and communication.
- Coach and assist new teachers and struggling teachers in high-needs schools with teaching strategies, lesson planning, classroom management, and identification of curriculum resources for the purpose of improving instruction and teacher effectiveness.
- Provide just-in-time professional development planning and support for leadership teams at high-needs schools.



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- Assist in the creation, deployment, and evaluation of professional development systems for all District personnel.
- Orient new instructional coaches at the school and District by assisting in the onboarding process through communicating program objectives and functions of key staff by visiting the classroom regularly to provide feedback, coaching, and support.
- Define expectations in a reasonable and clear manner; establish an atmosphere of mutual trust and respect which will lead to a strong collaborative partnership between all stakeholders.
- Model professionalism at all times for the purpose of demonstrating expected behaviors and actions of effective teachers.

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.

The physical requirements of this position. (Please check all boxes that apply)		
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	10%



The School District of Lee County

Job Description

	climbing required exceeds that required for ordinary locomotion.	
<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.	10%
<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.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	80%
<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%
<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.	80%
<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.	90%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	10%
<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.	80%
<input checked="" type="checkbox"/> Walking	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 the TALC bargaining unit through the collective bargaining process.



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JDE NUMBER: S-35.83

BOARD ADOPTION: 9-8-20

REVISIONS: COMPENSATION & LABOR RELATIONS WILL COMPLETE

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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.