



Job Title: Teacher on Assignment (District)

Salary Schedule: Instructional

Job Code: 311250, 311450, 311500, 311550,
311600, 314500

Pay Grade: Instructional

JDE: T-1.09

MAJOR FUNCTION:

Implement, coordinate, and support a designated District initiative under administrative direction to advance the mission of the School District of Lee County.

MINIMUM QUALIFICATIONS:

- Bachelor's degree from an accredited institution.
- Three years of teaching experience.
- Valid Florida teaching certificate.
- Valid Florida driver's license.

PREFERRED QUALIFICATIONS:

- Three years of Highly Effective/Effective teaching experience.
- Proven experience successfully managing business/department functions and staff.

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

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of policies, procedures, and regulations pertaining to the position.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Excellent interpersonal, verbal, and written communication skills.
- Ability to gather data, maintain records, and prepare reports and other written materials.
- Ability to interact in a professional manner with a diverse group of staff, faculty, students, and the community in a service-oriented environment.
- Ability to think critically and make clear, well-reasoned and timely decisions.

REPORTS TO: Designated Supervisor or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Facilitate collaboration between schools and the District concerning the designated District initiative.
- Plan program components, execute procedures, and manage operations as instructed. Act as a central point of reference for the initiative's activities.
- Act as a liaison among parents, schools, and the District to address any concerns related to the assignment.
- Revise policies, procedures, handbooks, and webpages as needed. Inform relevant groups or individuals about updates in policies and procedures.
- Facilitate and encourage the engagement of school and community resources to support the initiative.
- Coordinate and conduct staff training sessions, deliver presentations as needed, and actively engage in program-related meetings, conferences, and workshops.
- Create and manage specialized files, collect statistics, program feedback, and relevant data to evaluate the project effectively.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.

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.



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- 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.	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.	10%
<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.	80%



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<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	20%
<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.

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

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 6-6-96

REVISED: 11-7-18, 1-22-19, 7-28-20, 1-26-21, 7-16-24

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.