

ELEMENTARY SCHOOL TEACHER

POSITION OVERVIEW

Part time Elementary Math, Science, and English teacher, or teachers.
Reports to: An-Noor School Director

Supervises: May coordinate and direct the activities of teacher assistants

Purpose: To plan, instruct, and organize instructional environments which help students learn subject matter and skills that will contribute to their educational and social development and meet or exceed the requirements of Wake County.

ESSENTIAL JOB FUNCTIONS

Management of Instructional Time

- Have materials, supplies, and equipment ready at the start of the lesson or instructional activity; get the class started quickly
- Use available time for learning and keep students on task

Management of Student Behavior

- Establish a set of rules and procedures that govern the handling of routine administrative matters
- Establish a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.
- Establish a set of rules and procedures that govern student movement in the classroom during different types of instructional activities
- Frequently monitor the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities
- Stop inappropriate behavior promptly and consistently, yet maintain the dignity of the student
- Analyze the classroom environment and make adjustment to support learning and enhance social relationships.
- Enforce administration policies and rules governing students.
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.

Instructional Presentation

- Link instructional activities to prior learning
- Understand the central concepts, tools of inquiry, and structures of the discipline to be taught and create learning activities that make these aspects of subject matter understandable and meaningful for students
- Provide relevant examples and demonstrations to illustrate concepts and skills
- Assign tasks and ask appropriate levels of questions that students handle with a high rate of success; assign and grade class work and homework.
- Make transitions between lessons and between instructional activities within lessons effectively and smoothly
- Conduct lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns
- Ensure that the assignment is clear; creates instructional opportunities that are adapted to diverse learners
- Use instructional strategies that encourage the development of critical thinking, problem solving, and performance skills
- Use technology to support instruction; encourages students to be engaged in and responsible for their own learning
- Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, and storytelling.

Instructional Monitoring of Student Performance

- Maintain clear, firm, and reasonable work standards and due dates
- Circulate during class work to check on all students' performance
- Routinely use oral, written, or other work products to evaluate the effects of instructional activities and to check student progress
- Pose questions clearly and one at a time and use student responses to adjust teaching as necessary.
- Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
- Guide and counsel students with adjustment and/or academic problems, or special academic interests.
- Prepare and implement remedial programs for students requiring extra help.

Instructional Feedback

- Provide feedback on the correctness or incorrectness of in-class work to encourage student growth
- Regularly provide prompt feedback on out-of-class work
- Affirm a correct oral response appropriately, and moves on
- Provide sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time
- Use knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.

Facilitating Instruction

- Have long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community
- Use diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner
- Maintain accurate records to document student performance
- Understand how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty
- Use available human and material resources to support the instructional program

Communication within the Educational Environment

- Treat all students in a fair and equitable manner
- Participate in the development of a broad vision of the school
- Foster relationships with school colleagues, parents, and community agencies to support students' learning and well-being
- Attend staff meetings, and serve on committees as required.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Meet with other professionals to discuss individual students' needs and progress.

Performing Non-Instructional Duties

- Carry out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom; adhere to established laws, policies, rules, and regulations
- Perform administrative duties such as assisting in libraries, hall and lunch, and bus loading and unloading.
- Prepare reports on students and activities as required by administration
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Follow a plan for professional development and actively seeks out opportunities to grow professionally
- Be a reflective practitioner and continually evaluate the effects of decisions and actions on students, parents, and other professionals in the learning community.

NON-ESSENTIAL JOB FUNCTIONS

- Supervise, evaluate, and plan assignments for teacher assistants and volunteers.

SKILLS AND REQUIREMENTS

- Implement and exhibit proper etiquette and behavior at all times; serve as a good moral and ethical Islamic behavior role model for the children
- English Language -- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Education and Training -- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Mathematics -- Knowledge of arithmetic, algebra, geometry, and their applications.
- Speaking -- Talking to others to convey information effectively.
- Reading Comprehension -- Understanding written sentences and paragraphs in work related documents.
- Learning Strategies -- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Active Listening -- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Monitoring -- Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Time Management -- Managing one's own time and the time of others.
- Active Learning -- Understanding the implications of new information for both current and future problem-solving and decision-making.
- Writing -- Communicating effectively in writing as appropriate for the needs of the audience.
- Critical Thinking -- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

OTHER SKILLS/ABILITIES

NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties as negotiated to meet the ongoing needs of the organization.