

SOUTH SIOUX CITY COMMUNITY SCHOOLS

HIGH SCHOOL TEACHER

Reports to: Principal
Classification: Certified
FLSA Status: Exempt

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

Terms of Employment: Days according to school calendar as approved by board policy

Evaluation: Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy

Compensation: Reviewed and established annually by the Board of Education

EMPLOYEE CHARACTERISTIC REQUIREMENTS

- Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- Job requires being honest and ethical.
- Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Job requires accepting criticism and dealing calmly and effectively with high stress situations.

WORKING CONDITIONS

- Inside offices and classrooms.
- Outside for activities with students and student supervision.

PERFORMANCE RESPONSIBILITIES

- Participate in team meetings for the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for the teacher's students.
- Participate in faculty committees and the sponsorship of activities as assigned.
- Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- Adhere to all district policies, rules, regulations, and supervisor directives.
- Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27. The teacher must serve as a positive role model for other staff and students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies.
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Guide and counsel students with adjustment or academic problems, or special academic interests.
- Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
- Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of the State and the school district.
- Meet with other professionals to discuss individual students' needs and progress.

- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Select, store, order, issue, and inventory classroom equipment, materials, and supplies.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
- Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
- Attend staff meetings and serve on committees, as required.
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Knowledge of principles and processes for providing customer and personal services.
- Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: adapting course of study to meet student needs, assessing educational potential or need of students, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, teaching students with disabilities, and using classroom management techniques.
- Keeping up-to-date technically and applying new knowledge to your job. This includes: using interpersonal communication techniques, inventory control procedures, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
- Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.
- Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
- Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
- Perform other tasks as assigned.

EDUCATION AND/OR EXPERIENCE

- Bachelor's degree required.
- Must possess at all times during employment a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10.

REQUIRED KNOWLEDGE AND SKILLS

- Regular, dependable attendance on the job, the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and the ability to perform the following identified physical requirements:

| Physical Requirements High School Teacher E = Essential NE = Non-Essential | | Item is not a requirement of the job N E | Occasional – up to 33% of time N E | Occasional/Essential – up to 33% of time, absolutely essential to the job E | Frequent -- between 34% - 66% E | Continuous -- over 66% of time E |
|--|--|---|---|---|--|---|
| Stamina | | | | | | |
| 1. Sitting | | | | | X | |
| 2. Walking | | | | | X | |
| 3. Standing | | | | X | | |
| 4. Sprinting/Running | | X | | | | |
| Flexibility | | | | | | |
| 5. Bending or twisting at the neck more than the average person | | | | X | | |
| 6. Bending or twisting at the trunk more than the average person | | | | X | | |
| 7. Squatting/Stooping/Kneeling | | | | X | | |
| 8. Reaching above the head | | | X | | | |
| 9. Reaching forward | | | X | | | |
| 10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.) | | | X | | | |
| Activities | | | | | | |
| 11. Climbing (on ladders, into large trucks/vehicles, etc.) | | | X | | | |
| 12. Hand/grip strength | | | X | | | |
| 13. Driving on the job | | | | X | | |
| 14. Typing non-stop | | | X | | | |
| Use of Arms and Hands | | | | | | |
| 15. Manual dexterity (using a wrench or screwing a lid on a jar) | | | X | | | |
| 16. Finger dexterity (typing or putting a nut on a bolt) | | | X | | | |
| Lifting Requirements | | | | | | |
| 17. Lifting up to 10 pounds (Mark all that apply) | | | | | | |
| Floor to waist | | | | X | | |
| Waist to shoulder | | | | X | | |
| Shoulder to overhead | | | X | | | |
| 18. Lifting 11 to 25 pounds (Mark all that apply) | | | | | | |
| Floor to waist | | | | X | | |
| Waist to shoulder | | | | X | | |
| Shoulder to overhead | | X | | | | |
| 19. Lifting 26 to 50 pounds (Mark all that apply) | | | | | | |
| Floor to waist | | | X | | | |
| Waist to shoulder | | | X | | | |
| Shoulder to overhead | | X | | | | |
| 20. Lifting 51 to 75 pounds (Mark all that apply) | | | | | | |
| Floor to waist | | X | | | | |
| Waist to shoulder | | X | | | | |
| Shoulder to overhead | | X | | | | |
| 21. Lifting 76 plus pounds (Mark all that apply) | | | | | | |
| Floor to waist | | X | | | | |
| Waist to shoulder | | X | | | | |
| Shoulder to overhead | | X | | | | |
| 22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? | | X | | | | |

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|------------------------|-----------------|---|---|---|--|
| Pushing/Pulling | | | | | |
| 23. | 25 to 50 pounds | | | X | |
| 24. | 51 to 75 pounds | | X | | |
| 25. | 76 to 90 pounds | X | | | |
| 26. | Over 90 pounds | X | | | |
| Carrying | | | | | |
| 27. | 10 to 25 pounds | | | X | |
| 28. | 26 to 50 pounds | | X | | |
| 29. | 51 to 75 pounds | X | | | |
| 30. | 76 to 90 pounds | X | | | |
| 31. | Over 90 pounds | X | | | |