

FRANKLIN TWONSHIP SCHOOL  
Job Description

Title/Position: Classroom Teacher

Qualifications: Holds or is eligible for a New Jersey Instructional Certificate with the appropriate teaching endorsement.

Reports to: Superintendent

Job Goal: To plan and teach the district curriculum, to foster attitudes, and to develop skills that will enhance individual student scholastic and social growth toward maturity.

Terms of Employment: 10 months (per the QEA Negotiated Agreement)

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of teaching personnel and NJ Achieve requirements.

**Performance Responsibilities**

1. Implements by instruction and action the district's philosophy of education and the curricular goals and objectives as adopted by the Board of Education.
2. Maintains professional and subject matter competence through in-service education activities provided by the district, through self-selected activities, the annual performance evaluation, and the individual professional improvement plan.
3. Develops lesson plans and employs instructional techniques in such a way that recognition is given to the individual needs, interests, and abilities of students.
4. Assesses the academic and citizenship development of students on a regular basis and prepares reports of pupil progress.
5. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
6. Establishes and maintains standards of pupil behavior needed to achieve a functional learning environment in the classroom.
7. Supervises behavior in the hallways, lunchroom, and on school grounds for the safety and well-being of students and staff.

8. Administers pupil assessment instruments in accordance with the district testing program, interprets testing results, and plans instructions accordingly.
9. Assists in the identification of students with health, attitude, personal, or learning problems and refers those students to the district specialists as needed.
10. Communicates with parents, discusses the pupil's progress and interprets the classroom and school program.
11. Assists in curriculum development and in the selection of books and equipment, and other instructional materials.
12. Participates in student and school activities which enrich and extend the curriculum.
13. Attends faculty meetings and serves on faculty committees.
14. Upholds and enforces school rules, regulations, and school board policy.
15. In order to align of job descriptions to the current NJ Achieve standards and the Franklin Township school district's selected evaluation for teaching proficiency, the Charlotte Danielson Framework for teaching evaluation Instrument, the teacher shall:
  - Develop lesson plans that reflect recent developments in content –related pedagogy (1a)
  - Maintain a system of updated student records and incorporate learning needs into lesson plans (1b)
  - Develop lesson plans that reference curricular frameworks, connect outcomes to previous and future learning and differentiate instruction for individual students (1c)
  - Match texts and books to student skill level (1d)
  - Facilitate student contact with resources outside the room, including supporting student teachers as a resource (1d)
  - Provide variety of appropriately challenging resources, permitting student choice (1e)
  - Develop assessments that provide opportunities for student choice, with student participation in the design, and students developing rubrics according to teacher-specified learning objectives, engaging students in active data-collection (1f)
  - Demonstrate knowledge and caring about individual student's lives; teacher respects and encourages student efforts (2a)
  - Encourages students to take initiative in improving work, assist classmates (2b)
  - Encourage students to take initiative in distributing and collecting materials, using time effectively, and insuring that transitions run smoothly (2c)
  - Insures that student behavior is appropriate, silently monitoring behavior, with students respectfully intervening with classmates to ensure standards of conduct (2d)
  - Make modifications to accommodate students with special needs (2e)

- Utilize technology effectively and extensively as appropriate (2e)
- Explain content clearly and imaginatively (3a)
- Uses open-ended questions of rigor, and encourages students to initiate higher-order questions (3b)
- Develop activities that require high-level student thinking and explanations (3c)
- Allow opportunity for closure and reflection on the lesson (3c)
- Monitor student understanding and encourage students to monitor their own understanding of content (3d)
- Adjust lessons, when needed to assist individual students (3e)
- Assess effectiveness of lesson, citing specific indicators (4a)
- Maintain student records and encourage students to contribute to and maintain records of completed and outstanding work (4b)
- Assist students in regularly developing materials to inform their families about their program and individual progress (4c)
- Frequently volunteers to assist or leads volunteer efforts in events that positively impact school life (4d)
- Participates regularly in continued professional development, including action research (4e)
- Take a leadership role in team and departmental decision making (4f)
- Plan for any paraprofessional's constructive involvement with a class. The primary benefit must be for children, as opposed to secretarial duties. (Policy 4123)

**Requirements:** To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal and communication skills, attention to detail, and adaptability.

**General Language Skills:** Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations. Ability to write lesson plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, staff and the public. Ability to use a variety of assessments for student work and New Jersey Standards. Ability to communicate effectively with students, parents, colleagues, administration and greater school community.

**General Mathematical Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations such as in developing and interpreting student growth objective attainment.

**General Reasoning Ability:** Ability to solve practical problems and deal with a variety of situations where limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Other Skills and Abilities:** Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement lessons based on content and school objectives and the needs and abilities of assigned students. Is knowledgeable with special education regulations in order to participate in Instructional Educational Plan (IEP) teams and to carry out student IEP accommodations and goals. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all district requirements and Board policies.

**Physical Demands:** The physical demands described here represent those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with students, parents, and other staff.

**Emotional Demands:** The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

**Work Environment:** The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

### **Equal Opportunity Employer**

Franklin Township School District, Hunterdon County, NJ is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Date approved: 7/25/16

**LEGAL REFERENCES:**

N.J.S.A. 18A:6-7.1 Criminal history record

N.J.S.A. 18A:16-1 Officers and employees

N.J.S.A. 18A:16-2 Physical examinations; requirement

N.J.S.A. 18A:27-10 Non tenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 15

N.J.S.A. 18A:37 Discipline of pupils

N.J.A.C. 6A:7 Managing for equality and equity in education

N.J.A.C. 6A:9 Professional licensure and standards

See particularly:

N.J.A.C. 6A:9-3.3 Professional standards for teachers

N.J.A.C. 6A:9-5 General certification policies

N.J.A.C. 6A:9-8 Requirements for instructional certificate

N.J.A.C. 6A:9-13.14 School library media specialist

N.J.A.C. 6A:9-15 Required professional development for teachers

N.J.A.C. 6A:32-4 Employment of teaching staff

N.J.A.C. 6A:32-4.4 Evaluation of tenured teaching staff members

N.J.A.C. 6A:32-4.5 Evaluation of non tenured teaching staff members

N.J.A.C. 6A:32-5.1 Standards for determining seniority

N.J.A.C. 6A:32-6 School employee physical examinations

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C.A. 6301 et seq.