



WAVERLY

COMMUNITY SCHOOLS

Pride. Tradition. Excellence.

To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in this job description.

Teacher – 4th Grade

Department: Teaching and Learning

Reports To: Building Principal

Bargaining Unit: WEA

JOB SUMMARY

The elementary teacher is responsible for ensuring that every student is academically and socially ready for college or career and for equipping all students with knowledge, skills, and motivation that empowers them to direct their lives and become confident, critical thinkers who will contribute to a changing global community. This is accomplished by providing a variety of learning experiences in partnership with the community to meet each student's needs as defined by his or her educational plan. This position reports directly to the assigned building/program principal.

ESSENTIAL JOB FUNCTIONS

Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:

- Provide students with effective instruction in the various academic areas and differentiation of instruction to meet the needs of all students.
- Teach the required curriculum and administer common assessments; effectively maintain and monitor on-going student progress.
- Provide students with effective instruction/modeling/interventions in the various behavioral areas.
- Develop detailed, accurate and concise lesson plans for each subject area; plan and provide appropriate educational supplemental activities to meet both group and individual needs of all children within the classroom, including students with special needs.
- Utilize “best” classroom management practices to create a learning environment that is conducive to learning, curtails disruptive behaviors and enhances students’ self-esteem.
- Collaborate with special education staff to provide students with individualized education programs (IEPs) appropriate accommodations and supplementary aids.
- Participate in and contribute to professional development, implement strategies learned with fidelity.

Parent and Community Engagement

- Make and maintain regular, positive contact with parents via phone calls and email including communicating student progress.
- Establish and maintain effective written and oral communication and rapport with students, parents, and colleagues.
- Participate in parent meetings, including IEP’s and Parent/Teacher Conferences
- Contribute to the development of a positive attitude between the school and the wider community through cooperative relations, publications, competitions, etc.

Other Duties

- Display physical, social, mental, and emotional soundness to execute the duties of job.
- Serve as a role model for all students and within school community.
- Interact with co-workers, administration, students, parents, and the community in positive, supportive, and cooperative ways.
- Encourage the team spirit and contribute as a team member in the decision-making processes of the school as facilitated by the building administrator.
- Attend staff meetings and serve on committees as required.
- Contribute to extra-curricular activities and school programs, including recess duty as requested.
- Maintain and promote school district goals and objectives.

- Comply with state, federal and District policies, procedures, rules, and the union contract.
- Regular and on-time attendance is required.
- Other duties as assigned.

QUALIFICATIONS

Education and Experience:

- Bachelor's degree
- Current appropriate Michigan teaching certification
- Training in Essential Instructional Practices in Early Literacy

Knowledge, Skills, and Abilities:

- Demonstrated understanding of current research as to how children learn and the ability to motivate students to perform at their best.
- Demonstrated ability to work in an economically, culturally, and racially diverse environment.
- Demonstrated ability to communicate effectively both orally and in writing.
- Demonstrated ability to differentiate instruction, by using a variety of styles, and inspire mixed culture and ability classes by creating challenging and engaging learning opportunities for all students.
- Demonstrated ability to participate as a member of the team.
- Demonstrated ability to manage a diverse and demanding workload.
- Ability to establish and maintain effective working relationships with students, staff, and the school community.
- Ability to perform duties with awareness of all district requirements and Board of Education policies.
- Ability to demonstrate the character traits of respect, responsibility, honesty, and caring when interacting with staff, students, and community members.

ADA REQUIREMENTS

The physical demands, work environment factors, and mental functions described below are representative of 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.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms,

climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

WORK ENVIRONMENT

The noise level in the work environment is usually loud to moderate. Work is performed indoors although there will be required outdoor activities. The employee is directly responsible for the safety, well-being, and work output of students.

MENTAL FUNCTIONS

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

Non-Discrimination

The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.

Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [\(517\) 319-3031](tel:5173193031) or msavage@waverlyk12.net.