Classroom Teacher Job Description

Overview of the Resource

This resource was developed to support district staff in recruiting and hiring classroom teachers. The sample job description builds on the National Board for Professional Teaching Standard’s Core Propositions and Standard Indicators and describes the essential responsibilities for classroom teachers and the high-leverage teaching practices associated with those responsibilities. Specifically, the resource attracts teachers who:

* Plan, organize, and assess an appropriate instructional program and create a learning environment that enables each student to fulfill his or her academic potential.
* Provide an educational program that is developmentally appropriate in an environment favorable to learning and personal growth.
* Establish effective rapport with students to promote positive attitudes of self-worth.
* Motivate students to develop the skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each student's ability.
* Establish positive, productive relationships with parents and other staff members.

In addition to describing teaching standards, this resource identifies the TeachingWorks [high-leverage teaching practices](http://www.teachingworks.org/work-of-teaching/high-leverage-practices) that describe concrete instructional actions that support the Core Propositions.

Purpose

District and school leaders can use this job description to communicate expectations and strategically recruit classroom teachers who reflect district expectations. The job description can be customized to priorities and values that reflect each district’s workforce.

MAINE SCHOOL ADMINISTRATIVE DISTRICT 123

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| Classroom Teacher | |
| **Job Description** | **Summary**  Plans, organizes, and assesses an appropriate instructional program and creates a learning environment that enables each student to fulfill his or her academic potential. Provides an educational program that is developmentally appropriate in an environment favorable to learning and personal growth. Establishes effective rapport with students to promote positive attitudes of self-worth. Motivates students to develop the skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each student's ability. Establishes positive, productive relationships with parents and other staff members. |

Committed to Students and Their Learning

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| **Essential Responsibilities**  **Understanding of Students.** The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.  **Application of Learning Theory.** The teacher demonstrates an understanding of how students develop and learn.  **Classroom Climate.** The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning. | |
| **High-Leverage Practices** | |
| * Leading a group discussion * Explaining and modeling content, practices, and strategies * Specifying and reinforcing productive student behavior | * Setting up and managing small-group work * Building respectful relationships with students * Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction |

Knowledge of Subjects and How to Teach Those Subjects

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| **Subject Knowledge.** The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines.  **Pedagogical Content Knowledge.** The teacher is knowledgeable about his or her subject domain (e.g., concepts, constructs, content) and conveys this knowledge clearly to students.  **Goal-Focused Planning.** The teacher plans and implements instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning. | |
| **High-Leverage Practices** | |
| * Leading a group discussion * Explaining and modeling content, practices, and strategies * Specifying and reinforcing productive student behavior | * Implementing norms and routines for classroom discourse and work * Setting up and managing small-group work * Setting long- and short-term learning goals for students * Checking student understanding during and at the conclusion of lessons |

Thinking Systematically About Practice and Learning From Experience

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| **Reflective Practice.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.  **Continuous Professional Growth.** The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth. |
| **High-Leverage Practice** |
| * Analyzing instruction for the purpose of improving it |

Managing and Monitoring Student Learning

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| **Managing Classroom Routines and Expectations.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.  **Student Engagement.** The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.  **Assessment of Student Progress.** The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making. | |
| **High-Leverage Practices** | |
| * Leading a group discussion * Eliciting and interpreting individual students’ thinking * Diagnosing particular common patterns of student thinking and development in a subject-matter domain * Implementing norms and routines for classroom discourse and work * Coordinating and adjusting instruction during a lesson * Specifying and reinforcing productive student behavior * Implementing organizational routines | * Setting up and managing small-group work * Talking about a student with parents or other caregivers * Setting long- and short-term learning goals for students * Checking student understanding during and at the conclusion of lessons * Selecting and designing formal assessments of student learning * Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments * Providing oral and written feedback to students |

Members of Learning Communities

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| **Professional Collaboration and Leadership.** The teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.  **Engagement With Caregivers and Community.** The teacher engages in ongoing communication and collaboration between home/caregivers and the greater community to enhance student learning and school effectiveness. |
| **High-Leverage Practices** |
| * Talking about a student with parents or other caregivers * Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction |

Qualifications

* Knowledge of subject matter being taught
* Bachelor’s degree or higher
* Valid Maine teaching certificate in appropriate area
* Prior evidence of strong results on measures of student learning outcomes in relevant subjects
* Ability to establish and maintain cooperative and effective working relationships with others
* Ability to communicate effectively, orally and in writing
* Evidence of ability to report to work on a regular and punctual basis
* Ability to perform all other related work delegated or required to accomplish the objectives of the total school program

Preferred Qualification

* National Board Certification

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| **Hours** | Full-time teaching position, work year as outlined in teacher contract |
| **Pay** | Competitive base pay and benefits, with opportunity for additional reward and recognition based on performance-based criteria, such as professional practice and growth, classroom climate and learner engagement, and learner growth |
| **Reports to** | Principal |