



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

|                        |                                             |              |                          |
|------------------------|---------------------------------------------|--------------|--------------------------|
| Job Title:             | <b>Career Tech Center Teacher Secondary</b> | FLSA Status: | <b>Exempt</b>            |
| Job Family:            | <b>Licensed</b>                             | Pay Range:   | <b>T Salary Schedule</b> |
| Prepared/Revised Date: | <b>August 1, 2024</b>                       | Job Code:    | <b>20111</b>             |

**SUMMARY:** Responsible for instructing secondary level students in appropriate subject area in coordination with current curriculum and within the framework of District and state content standards and in alignment with the Career Tech Center design principles.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| DESCRIPTION OF JOB TASKS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                       | Develop, plan, prepare, and implement: <ol style="list-style-type: none"> <li>Course content, format, structure, and schedule that aligns with the Futures Lab design principles of Autonomy, Deep Learning, Connection, and Authentic Work.</li> <li>Individualized programs of instruction for students.</li> <li>Classroom materials and curriculum.</li> <li>Lesson plans and learning activities.</li> </ol>                                                                                             |
| 2.                       | Instruct students in large, small, and one-on-one situations. Accommodate frequent classroom visits for a variety of audiences including business partners, professional learning classes, prospective students, and visiting educators.                                                                                                                                                                                                                                                                      |
| 3.                       | Administer, edit, proofread, and grade students' assignments and assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4.                       | Create a collaborative and flexible classroom environment which maximizes instructional opportunity, supervise the behavior and well-being of students in the classroom and all educational settings, and administer discipline when appropriate.                                                                                                                                                                                                                                                             |
| 5.                       | Design authentic assessment tasks that allow students to demonstrate understanding in a variety of ways and use the data to give meaningful feedback and modify instruction.                                                                                                                                                                                                                                                                                                                                  |
| 6.                       | Monitor student growth and progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students.                                                                                                                                                                                                                                                                                                                                         |
| 7.                       | Communicate students' progress, needs, and eligibility with parents/guardians and other staff as needed.                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8.                       | Collaborate: <ol style="list-style-type: none"> <li>With teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes.</li> <li>With colleagues in team and building-based meetings and discussions.</li> <li>With business partners.</li> </ol>                                                                                                                                                                                                           |
| 9.                       | Demonstrate a commitment to: <ol style="list-style-type: none"> <li>Ongoing personal, professional development through a willingness to engage in continuous student-centered reflection and coaching.</li> <li>Understand, appreciate, and make accommodations for student diversity.</li> <li>Include and engage families in the student's education.</li> <li>Support all Poudre School District policies, procedures, and expectations.</li> <li>Provide personal and professional excellence.</li> </ol> |
| 10.                      | Participate in and be willing to facilitate: <ol style="list-style-type: none"> <li>Department, team, building, and district meetings and discussions.</li> <li>Student and/or family conferences and other meetings.</li> <li>Social, cultural, interscholastic, and extracurricular activities.</li> <li>Professional growth opportunities.</li> <li>Pathway advisory meetings with business community representatives</li> </ol>                                                                           |
| 11.                      | Attend work and arrive in a timely manner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 12.                      | Perform other duties as assigned.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



**EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor’s degree in related field with teacher licensure program or CTE credentials and occupational experience required; specific master’s degree preferred and may be required for some programs and pathways that offer concurrent enrollment.
- Successful experience instructing students in a classroom setting preferred.
- Successful experience leading adult learning preferred.

**LICENSES, REGISTRATIONS, or CERTIFICATIONS:**

- Valid Colorado teaching license with appropriate endorsement or CTE authorization required.
- Criminal background check required for hire.
- CPR and First Aid certifications encouraged.

**TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:**

- Collaborate well with colleagues.
- Facilitation of adult learning.
- Creative thinker.
- Self-directed and comfortable with ambiguity.
- Adaptability and flexibility required; ability to function successfully in a “startup” environment.
- Knowledge of team infrastructure, formative instruction, and assessment processes, MTSS framework, and technology integration.
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | <b>POSITION TITLE</b>                                | <b># of EMPLOYEES</b> |
|------------------------|------------------------------------------------------|-----------------------|
| <b>Direct reports:</b> | This job has no direct supervisory responsibilities. | 0                     |



**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *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 ACTIVITIES:                 | Amount of Time |           |            |          |
|--------------------------------------|----------------|-----------|------------|----------|
|                                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand                                |                |           | X          |          |
| Walk                                 |                |           | X          |          |
| Sit                                  |                |           | X          |          |
| Use hands to finger, handle, or feel |                | X         |            |          |
| Reach with hands and arms            |                | X         |            |          |
| Climb or balance                     | X              |           |            |          |
| Stoop, kneel, crouch, or crawl       | X              |           |            |          |
| Talk                                 |                |           |            | X        |
| Hear                                 |                |           |            | X        |
| Taste                                | X              |           |            |          |
| Smell                                | X              |           |            |          |

| WEIGHT and FORCE DEMANDS: | Amount of Time |           |            |          |
|---------------------------|----------------|-----------|------------|----------|
|                           | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds           |                | X         |            |          |
| Up to 25 pounds           | X              |           |            |          |
| Up to 50 pounds           | X              |           |            |          |
| Up to 100 pounds          | X              |           |            |          |
| More than 100 pounds      | X              |           |            |          |

| MENTAL FUNCTIONS:    | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare              |                |           | X          |          |
| Analyze              |                |           | X          |          |
| Communicate          |                |           |            | X        |
| Copy                 |                | X         |            |          |
| Coordinate           |                |           |            | X        |
| Instruct             |                |           |            | X        |
| Compute              |                | X         |            |          |
| Synthesize           |                | X         |            |          |
| Evaluate             |                |           |            | X        |
| Interpersonal Skills |                |           |            | X        |
| Compile              |                | X         |            |          |
| Negotiate            | X              |           |            |          |

| WORK ENVIRONMENT:                     | Amount of Time |           |            |          |
|---------------------------------------|----------------|-----------|------------|----------|
|                                       | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X              |           |            |          |
| Work near moving mechanical parts     | X              |           |            |          |
| Work in high, precarious places       | X              |           |            |          |
| Fumes or airborne particles           | X              |           |            |          |
| Toxic or caustic chemicals            | X              |           |            |          |
| Outdoor weather conditions            |                | X         |            |          |
| Extreme cold (non-weather)            | X              |           |            |          |
| Extreme heat (non-weather)            | X              |           |            |          |
| Risk of electrical shock              | X              |           |            |          |
| Work with explosives                  | X              |           |            |          |
| Risk of radiation                     | X              |           |            |          |
| Vibration                             | X              |           |            |          |



| <b>VISION DEMANDS:</b>                                    | <b>Required</b> |
|-----------------------------------------------------------|-----------------|
| No special vision requirements.                           |                 |
| Close vision (clear vision at 20 inches or less)          | X               |
| Distance vision (clear vision at 20 feet or more)         | X               |
| Color vision (ability to identify and distinguish colors) |                 |
| Peripheral vision                                         |                 |
| Depth perception                                          |                 |
| Ability to adjust focus                                   | X               |

| <b>NOISE LEVEL:</b> | <b>Exposure Level</b> |
|---------------------|-----------------------|
| Very quiet          |                       |
| Quiet               |                       |
| Moderate            | X                     |
| Loud                |                       |
| Very Loud           |                       |