

EPPING SCHOOL DISTRICT  
JOB DESCRIPTION

TITLE: TEACHER

GENERAL DESCRIPTION: The Teacher provides classroom instruction that supports student academic, social, emotional, and physical needs. This is accomplished through essential knowledge, critical dispositions, and performances in the areas of learner development, learning differences, learning environments, content knowledge, innovative applications of content, assessment, planning for instruction, instructional strategies, reflection and continuous growth, and collaboration responsibilities. This position must meet the general teaching, specific content, special services, or other applicable qualifications outlined in the NH Administrative Rules for Education and Epping School District curriculum, instruction, and assessment frameworks; professional development master plan; etc.

QUALIFICATIONS:

1. Valid certification or eligibility in area of teaching assignment and grade level
2. Highly qualified in area of teaching assignment
3. Experience and other qualifications as specified by the Superintendent

KNOWLEDGE: Requires knowledge in school rules, practices, and law; NH Department of Education rules and school requirements; and School Board policy. Also requires knowledge of NH Public School Standards; NH Curriculum Standards; best practices in curriculum, instruction, and assessment; and instructional and behavioral interventions.

SKILLS: Requires demonstration of strong collaborative, teaching, coaching, and leadership skills to support student programming and work in a team setting; problem solving skills to support student success; service-related people skills; verbal and written communication skills; organizational skills to balance demands of a multi-tasking position; data analysis and analytic skills to evaluate and recommend changes in instructional programming; operational skills in office equipment and technological instructional devices; technology skills in communication, student data management, and analysis, and reporting, and other school requirements.

ABILITIES: Requires excellent attention to detail and follow through to meet school district requirements, significant confidentiality responsibilities due to student and staff issues, resource management, and fiscal responsibilities in the area of school budget.

CLASSIFICATION: This position is designated as a Teacher position subject to the Teachers' Collective Bargaining Agreement, School Board Policy, and School Rules and Regulations.

REPORTS TO: School Principal, evaluation in accordance with this job description and Epping School Board Policy

SUPERVISES: Assigned support staff if applicable

PERFORMANCE RESPONSIBILITIES:

PLANNING AND PREPARATION

1. Demonstrate a familiarity with a wide range of effective pedagogical approaches in the subject area. Demonstrate solid knowledge of content and prerequisite relationships among subject topics and concepts.
2. Use multiple representations and explanations of subject concepts and big ideas/competencies. Understand areas of potential student misconception to create opportunities to build understanding.
3. Demonstrate knowledge of child and adolescent development; learning process; students' skills, knowledge, and language proficiency; and students' interests, differences, and special needs.
4. Plan the year so students will meet state and district standards and be ready for state and district assessments.
5. Develop units of study that center on subject competencies, promote high expectations, relate to the learner, and include a sequence of learning experiences and clear learning outcomes and assessments linked to the learning outcome.
6. Promote higher order thinking and skills in the daily learning objective which are specific and measurable.
7. Plan for different types of learners using differentiated instructional strategies and multiple assessment strategies to demonstrate knowledge and skill.
8. Use both formative and summative assessments to regularly assess individual and group performance in order to design and modify instruction throughout the learning period.
9. Use projects to help students understand the complexity of the subject/issue and its relationship to other subjects/issues, and apply subject knowledge and skills to real world problems.
10. Follow the developed unit plan in planning for instruction.
11. Create lesson plans which follow the unit plans and in a way that can be followed by a substitute teacher.
12. Use learning cues such as anchor charts, focus questions, lesson objectives, learning strategies, and class agendas in planning and delivering lessons and units of study.
13. Maintain knowledge of resources available in the school district and external to the school district in order to support instructional outcomes for all learners.
14. Evaluate unit and lesson plans for effectiveness and make adjustments based on student information attained from student conferences and assessments.

EDUCATIONAL ENVIRONMENT

1. Create and maintain an open and respectful learning environment to support both individual and collaborative learning.
2. Use understanding of child development and differences to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities. Engage students in evaluating the learning environment and making appropriate adjustments.

3. Establish a culture of enthusiasm, methods for inquiry and investigation, and standards of evidence for the subject area.
4. Use academic language meaningfully to immerse students in the content and help students with understanding.
5. Develop and articulate clear student behavior expectations which are consistently and fairly enforced and manage student behavior per school and district standards.
6. Teach routines that promote fairness, respect, and the effective use of time and materials.
7. Organize, allocate, and manage time, space, materials, and activities to actively engage students in learning.
8. Engage volunteers and support staff in the instructional process.
9. Display quality student work to communicate expectations for applied knowledge and skills.
10. Maintain an inventory of books, materials, equipment, and other resources.
11. Maintain a teacher webpage if applicable.

#### TEACHING AND LEARNING

1. Use district adopted materials and program for instruction and/or assessment.
2. Teach using a focus/mini-lesson that activates prior knowledge and/or experience and states new learning using an explicit learning goal and material.
3. Model and structure the teaching/learning process to guide students in their own thinking and learning for both practice and applied learning. Model effective communication strategies using a variety of forms and contexts.
4. Take into account individual students' strengths, interests, and needs and that allow each student to advance his/her learning.
5. Provide differentiated and individualized opportunities for students to manage their own learning through practice and application of new skills, content, and strategies.
6. Collaborate with students to incorporate student and family resources and/or experiences into instruction to make learning more relevant and meaningful.
7. Ask higher order questions to stimulate discussion, probe for understanding, and provide opportunities for students to share their ideas and thinking. Encourage students to develop their own higher order questioning skills, evaluate resources and evidence, take risks, and problem solve.
8. Enable students to practice and apply new learning independently, in small groups, or as a whole class.
9. Maintain academic learning time through coherence, lesson momentum, smooth transitions, and efficient systems for non-instructional duties.
10. Use a variety of instructional strategies to engage and expand student reading, writing, speaking, listening, and media skills for a variety of purposes and audiences.
11. Use a variety of technology tools in order for students to access, interpret, evaluate, and apply information in the learning process.
12. Check for student understanding of the new learning goal and material at regular intervals throughout the learning period.
13. Link assessment to the learning goal or objective. Design assessments to inform the next instructional period. Use authentic assessments to prepare students for real world learning.
14. Use a variety of assessment tools to reflect the learning goal/objective, engage students in

higher order thinking, and assess higher order knowledge and skills.

15. Use rubrics, standards, and exemplars to make assessment expectations explicit for students.
16. Provide opportunities for students to reflect on their learning, summarize their understanding, and articulate what they know and don't know.
17. Conference with students to monitor progress and understanding and individualize instruction.
18. Work with small groups identified by need, interest, and/or skill to differentiate and assist with the learning process. Employ technology to support assessment practice both to engage students and to assess and address student needs.
19. Work independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.
20. Provide timely feedback to students in order for students to gauge their learning, make adjustments, and revise and improve their work.
21. Use appropriate tools to report learning progress to students and parents in a timely manner.

#### PROFESSIONAL RESPONSIBILITIES

1. Exhibit personal interest and enthusiasm for content and instructional program.
2. Keep abreast of best practice in subject area including curriculum, instruction, and assessment.
3. Advocate for instructional program.
4. Provide evidence of appropriate student achievement throughout the school year by using multiple measures approved by the school district.
5. Be accountable for student learning.
6. Access appropriate services and resources to meet specific learning differences or needs.
7. Reflect on practice.
8. Communicate and collaborate with students, staff, parents, and community to promote student growth and development.
9. Maintain confidentiality.
10. Prepare and submit budgets and reports as requested by school administration.
11. Participate in the school and district community by serving on committees.
12. Attend student, staff, and parent meetings as deemed appropriate.
13. Attend school faculty, team, and committee meetings as appropriate.
14. Participate in a professional learning community of data analysis, goal and plan development, and reflection.
15. Engage in professional development offered by the school and district.
16. Be professional and abide by school and district rules and regulations outlined in handbooks, policies, job descriptions, professional development master plan, evaluation plan, etc.
17. Perform any additional duties as requested by the School Principal, which are consistent with the effective and orderly operation of this position and the Epping School District goals and mission.

**WORKING ENVIRONMENT:** Physical ability to perform the essential functions of the job as outlined above, in addition to the following: While performing the duties of this job, the employee is frequently required to stand, walk, and sit. The employee is regularly required to see, talk, and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is

occasionally required to reach with hands and arms; climb stairs; and stoop, kneel, or crouch. The employee is frequently required to supervise students requiring the employee to match the walking speed of the student and may at times require the ability to run to safeguard students. Employee must occasionally move equipment and/or supplies. The employee may be required to occasionally lift, carry, move, and/or restrain school-age students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting. The employee is required to walk in order to address issues throughout the school. Employee is regularly required to handle stressful situations and resolve conflicts. The employee is occasionally required to drive.

**TERMS OF EMPLOYMENT:**

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility in area of teaching assignment
5. Highly qualified in area of teaching assignment
6. Teacher contract with salary and benefits defined by collective bargaining agreement

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and the employee and is subject to change by the District as the needs of the District and requirements of the job change. The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.