



Ashwood School District #8

Jefferson County, Oregon

18624 NE Main St, Ashwood OR 97711

HEAD TEACHER - JOB DESCRIPTION

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

Essential Duties and Responsibilities

The essential duties and responsibilities have been extracted from Oregon Administrative Rules related to educators. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- Maintain appropriate licenses and training hours as required.
- Comply with applicable District, state, local and federal laws, rules and regulations.
- Adhere to all standards established by Teachers Standards and Practices Commissions for Competent and Ethical Educators.
- Attend work regularly.

Curriculum and Instruction (OAR 584-020-0015)

- The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.
- The competent teacher demonstrates:
 - Use of state and district adopted curriculum and goals;
 - Skill in setting instructional goals and objectives expressed as learning outcomes;
 - Use of current subject matter appropriate to the individual needs of students;
 - Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
 - Skill in the selection and use of teaching techniques conducive to student learning.

Individualization, Curriculum and Assessment

- Prepare the classroom environment and materials to support developmentally appropriate curriculum plans and learning experiences.
- Assess individual and group needs, attending to specific interests, strengths and concerns.
- Work with appropriate agencies to develop specialized planning for children and families as needed.
- Coordinate with support staff when indicated, developing a collaborative approach that benefits all children in the classroom.
- Review and recommend Oregon State Adopted Curriculum for District adoption.

- Adapt curriculum to address and meet individual goals for children as identified in their individualized education plans (IEP).
- Develop and utilize integrated curriculum plans which reflect mandated elements and components, familial and cultural influences, and promote the social, emotional, physical, and cognitive development of children.
- Establish weekly goals that promote individual and group educational plans.

Supervision and Evaluation (OAR 584-020-0020)

- The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.
- The competent teacher demonstrates:
 - Multiple ways to assess the academic progress of individual students;
 - Skill in the application of assessment data to assist individual student growth;
 - Procedures for evaluating curriculum and instructional goals and practices;
 - Skill in the supervision of students;
 - Skill in differentiating instruction.

Management Skills (OAR 584-020-0025)

- The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.
- The competent teacher demonstrates skills in:
 - Establishing and maintaining classroom management that is conducive to learning;
 - Using and maintaining district property, equipment, and materials appropriately;
 - Using and maintaining student records as required by federal and state law and district policies and procedures;
 - Using district and school business and financial procedures; and
 - Using district lawful and reasonable rules and regulations.

Human Relations and Communications (OAR 584-020-0030)

- The competent educator works effectively with others __ Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
- The competent teacher demonstrates:
 - Willingness to be flexible in cooperatively working with others; and
 - Skill in communicating with administrators, students, staff, parents, and other patrons.

Responsibilities of Teachers (OAR 584-036-0011)

Teacher performs the following tasks: plans instruction, establishes a classroom climate conducive to learning, implements plans for instruction, evaluates student achievement, and appropriately directs instructional assistants:

- **Plans for Instruction.** Examples of planning include, but are not limited to:
 1. Selects or writes learning goals that are based upon district objectives, Oregon Board of Education directives, and the physical and mental maturity of the students;
 2. Determines the current achievement level of the students with respect to the learning goals;
 3. Establishes objectives for a unit of instruction, formulates daily lessons and evaluates students' attainment of learning goals;
 4. Adapts unit and lesson plans for exceptional learners and for students from varying cultural, social, and linguistic backgrounds;
 5. Selects and organizes instructional materials and equipment for the units of instruction;
 6. Designs instructional activities to achieve unit and lesson objectives; and
 7. Estimates the time required for direct instruction, students' practice and application, and evaluation of student learning.
- **Establishes a classroom climate conducive to learning by students.** Examples of establishing conducive climate include, but are not limited to:
 1. Communicates classroom rules and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities;
 2. Applies principles of sex equity, social justice, and least restrictive environment for disabled students;
 3. Recognizes the effects of the physical, social, and emotional climate of the students' homes and community on student motivation and behavior;
 4. Encourages appropriate behavior and provides meaningful reinforcement when it occurs;
 5. Monitors student conduct and takes appropriate action when misbehavior occurs;
 6. Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional manner;
 7. Uses classroom time effectively to provide maximum time on learning tasks;
 8. Manages instructional transitions; and
 9. Coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.
- **Implements Plans for Instruction.** Examples of instruction include, but are not limited to:
 1. Organizes students to engage in planned learning activities;
 2. Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;
 3. Provides instruction using a variety of instructional techniques to achieve planned objectives;
 4. Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; and
 5. Uses techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- **Evaluates Student Achievement.** Examples of evaluation include, but are not limited to:
 1. Selects and uses tests, observation, student interviews, and other formal and informal assessment procedures to determine the extent to which each student has achieved the objectives of the lesson and/or unit of instruction;

2. Grades and records the students' progress, prepare anecdotal records, and reports achievement to students and parents;
 3. Summarizes the data on student achievement in relationship to instructional objectives;
 4. Uses data on student achievement to refine curriculum objectives and to plan further instruction; and
 5. Documents teaching effectiveness through assembling and analyzing samples of students' work.
- **Directs Instructional Assistants.** Examples of directing instructional assistants include, but are not limited to:
 1. Delegates specific instructional tasks to be performed for individual students or groups of students in accordance with the skills and abilities of each instructional assistant;
 2. Trains the assistant in the instructional tasks to be performed under the teacher's supervision;
 3. Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary;
 4. Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.

Marginal Duties and Responsibilities

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. **Other duties may be assigned.***

- Serve on building, District and school committees and councils.
- Report issues to authorities as necessary, such as animal control, suspicious activity etc.

Supervisory Responsibilities

This position may supervise volunteers, custodian, and instructional assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

Qualifications

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.

- Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with adolescent students and the public.
- Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
- Ability to add, subtract, multiply and divide. Ability to perform these operations using units of American money and weight measurement, volume and distance.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

- Proficiency in the usage of Google Suite for Education, internet software, e-mail and word processing software. Ability to type accurately and proficiently.
- Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions.
- Must hold a valid Oregon Teaching License with the appropriate endorsement and authorization for the assignment. Licenses as determined by the District including a valid Oregon Driver License and ability to obtain a valid CPR/First Aid card.

Physical Demands

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is frequently required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must regularly lift and/or move up to 15 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close vision.

Work Environment

The work environment characteristics described here are representative of 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 work environment is in a school that combines standard office settings; including standard office equipment (fax, copier, phone, computer, 10-key, etc.) with the standard school setting. The noise level in the work environment is usually low to moderate and occasionally high. May be exposed to bloodborne pathogens.

The Competent Educator (OAR 584-020-0010)

The educator demonstrates a commitment to:

- Recognize the worth and dignity of all persons and respect for each individual;
- Encourage scholarship;
- Promote democratic and inclusive citizenship;
- Raise educational standards;
- Use professional judgment;
- Promote equitable learning opportunities.

The Ethical Educator (OAR 584-020-0035)

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

- The ethical educator, in fulfilling obligations to the student, will:
 - Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;

- Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
- Maintain an appropriate professional student-teacher relationship by:
 - Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - Honoring appropriate adult boundaries with students in conduct and conversations at all times.
- The ethical educator, in fulfilling obligations to the district, will:
 - Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
 - Conduct professional business, including grievances, through established lawful and reasonable procedures;
 - Strive for continued improvement and professional growth;
 - Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
 - Not use the district's or school's name, property, or resources for non-educational benefit or purposes without approval of the educator's supervisor or the appointing authority.
- The ethical educator, in fulfilling obligations to the profession, will:
 - Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
 - Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
 - Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Other

The Head Teacher also collaborates with the Deputy Clerk and School Board to ensure all ODE reporting is done in a timely manner, collaborates with the Deputy Clerk to apply for and manage grants, and collaborates with the School Board to review and adopt updated District Policy.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as the Board deems advisable.

Ashwood School District is an EEO Employer

Ashwood School District is an Equal Employment Opportunity Employer. All employment decisions, including the recruiting, hiring, placement, training availability, promotion, compensation, evaluation, disciplinary actions, and termination of employment (if necessary) are made without regard to the employee's race, color, creed, religion, sex, pregnancy or childbirth, personal appearance, family responsibilities, sexual orientation, gender identity, political affiliation, source of income, place of

residence, national or ethnic origin, ancestry, age, marital status, military veteran status, unfavorable discharge from military service, physical or mental disability, or on any other basis prohibited by applicable law.

This job description was last updated on 02/14/2022. Approved by the Ashwood School board on 02/16/2022. Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time. This job description is subject to change at any time.

- Because this position requires in-person work and is student and/or visitor facing, complete vaccination against coronavirus disease 2019 (also known as COVID-19)/ Or appropriate Oregon Health/Religious Exemption is required.