

YUMA PRIVATE INDUSTRY COUNCIL, INC. POSITION DESCRIPTION

Title: Substitute Teacher

Reports to: School Principal

Classification: Non-Exempt

Salary: \$17.05/HR

Revision Date: October 26, 2020

SUMMARY

Under the direction of the School Principal, the Substitute Teacher is responsible for delivering classroom instruction to students of the EOC Charter High School in the absence of the regular classroom teacher. A Charter High School teacher must apply non-traditional teaching methods appropriate to the needs of a wide range of students. The Teacher must relate with a high degree of effectiveness to students from a variety of ethnic and cultural backgrounds, including disadvantaged and under-served populations. Because of the range of student needs, the Teacher must be able to instruct in all subjects included in the secondary curriculum.

Qualifications: Bachelor or Associate degree; **MUST have an Arizona Substitute Teaching Certificate, and must be able to obtain a valid Level One fingerprint clearance card, and clear a background check with Arizona Child Safety registry.**

PRIMARY RESPONSIBILITIES

Facilitate Student Learning

Supporting Skills

- *Implement Individual Educational Plans (IEP), Behavior plans, and Transition plans.*
- *Participate in community field trips.*
- *Document services.*

Deliver Instruction in the Classroom

Supporting Skills

- *Present information in a stimulating way.*

- *Facilitate self-directed learning.*
- *Facilitate individual practice of key skills.*
- *Emphasize relevance of course to workplace needs.*
- *Accurately read body language and other communication from students.*
- *Facilitate discussion of key issues.*
- *Adhere to and enforce school policies in the classroom, maintaining primary focus on student learning.*
- *If in a long-term position, develop lesson plans.*
- *If in a long-term position, carry-out assessment and grading*

Teach Electives as Assigned

Supporting Skills

- *Deliver elective courses.*
- *Evaluate effectiveness of student learning and course delivery.*
- *If in a long-term position, develop lesson plans.*
- *If in a long-term position, carry-out assessment and grading*

Provide Individual Tutorial Assistance to Students

Supporting Skills

- *Ask questions to assist students in identifying areas of individual need.*
- *Provide focused guidance in subjects based on student needs.*
- *Offer feedback on individual learning.*

Document Student Needs and Recommend Plans for Maximizing Student Learning

Supporting Skills

- *Maintain records of student progress.*
- *Specify opportunities for enhancing learning.*

CORE SKILLS

Language

- *Speaking:* *Talking to others to convey information effectively.*
- *Oral Expression:* *The ability to communicate information and ideas in speaking so others will understand (respond effectively to the most sensitive inquiries or complaints, effectively presenting information*

and responding to questions from groups of managers, clients, employers, customers, elected officials, and the public).

- Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences (respond effectively to the most sensitive inquiries or complaints (effectively present information and/or respond to questions from groups of managers, clients, employers, customers, elected officials, and the general public).
- Speech Recognition: ability to identify and understand the speech of another person.
- Speech Clarity: ability to speak clearly so others can understand you.
- Writing: **The ability of communicating effectively in writing as appropriate for the needs of the audience.**
- Written Comprehension: ability to read and understand information and ideas presented in writing).
- Written Expression: The ability to communicate information and ideas in writing so others will understand (write clear and concise memoranda without close supervision).
- Reading Comprehension: Read, analyze, and interpret general instructions, technical procedures, and government regulations (understanding written sentences and paragraphs in work related documents).
- Fluency in the English and Spanish languages preferred.

Mathematics

- Apply mathematical concepts such as addition, subtraction, multiplication, division, fractions, percentages, and ratios.

Reasoning

- Problem Sensitivity: ability to tell when something is wrong or is likely to go wrong (does not involve solving the problem, only recognizing there is a problem).
- Deductive Reasoning: ability to apply general rules to specific problems to produce answers that make sense (solves practical problems, collect data, establish facts, and draw valid conclusions).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Critical Thinking: The use of logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Interpret a variety of technical instructions.

Technology

- Demonstrate **proficiency** in software including but not limited to Microsoft Windows, Microsoft Office, Microsoft Excel, and Microsoft Access (Database).
- Demonstrate **proficiency** in Internet usage.

Socioeconomic

- Maintain an awareness of socioeconomic factors bearing on unemployment, local labor community problems, and/or resources relating to the labor market.

Supervisory

- **Active Learning:** Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Time Management:** Managing one's own time and the time of others.
- **Learning Strategies:** Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Directly or indirectly supervise students.
- Maintain an environment that facilitates students learning and completion of assignments.

Interpersonal

- **Social Perceptiveness:** Being aware of others' reactions and understanding why they react as they do.
- **Service Orientation:** Actively looking for ways to help people.
- Must possess excellent interpersonal skills.
- Must demonstrate excellent self-control and confidence during presentations.

Physical Demands

- Talk and hear.
- **Active Listening:** Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reach with arms and hands.
- Use hands and fingers to operate keyboards and other office equipment.
- **Near Vision:** The ability to see details at close range (within a few feet of the observer).

Other

- *Demonstrate public speaking skills.*
- *Demonstrate client-interviewing skills.*
- *Demonstrate data entry and retrieval skills.*
- *Demonstrate appropriate interpersonal skills to accomplish tasks.*
- *Interpret federal and state rules and regulations.*
- *Must possess a valid Arizona Driver's License, reliable transportation, and current liability insurance.*
- *Must demonstrate the Core Values of the Organization.*
- *Must possess or be able to obtain a Level One Fingerprint Clearance Card.*
- *Must clear an Arizona Child Safety Central Registry Background check.*

EDUCATION AND EXPERIENCE

Bachelor or Associate degree in addition to an Arizona Substitute Teaching Certificate, and fingerprint clearance are required.

Knowledge of test interpretation, including Arizona Academic Standards requirements, the ability to teach all subject requirements as defined by the Arizona Department of Education, and experience in the application of non-traditional teaching methods is preferred.

Fluency in English and Spanish languages is preferred.

WORK ENVIRONMENT

The work environment characteristics described herein are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level is usually moderate for an office environment.