Teacher - Title I (Interventionist)

QUALIFICATIONS

- 1. Valid Tennessee teacher's license with appropriate endorsement;
- 2. Meet all applicable requirements of *Every Student Succeeds Act (ESSA)*;
- 3. Strong written, verbal, presentation, and interpersonal skills; and
- 4. Meets health and physical requirements.

JOB GOAL Work with classroom teachers to teach students who qualify for Title I services the applicable academic and social skills needed.

ESSENTIAL FUNCTIONS

- 1. Select instructional materials to be used in the Title I program with appropriate modifications as necessary to meet individual needs and correlation with the regular classroom programs;
- 2. Responsible for keeping accurate records required by local, state, and federal agencies regarding educationally deprived guidelines;
- 3. Attend additional Title I staff development workshops as required;
- 4. Prepare teaching outlines for course of study;
- 5. Use a variety of instructional strategies to present subject matter in class;
- 6. Prepare, administer, and correct tests and record results;
- 7. Maintain order in classroom;
- 8. Observe students to detect signs of ill health or emotional disturbance and to evaluate progress;
- 9. Represent the school and the community in a positive manner;
- 10. Report to the principal when one knows, or reasonably suspects, that a child's health or welfare has been or appears to have been harmed as a result of abuse or neglect; and
- 11. Perform other work-related duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, or the weight of an average child, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

- 1. Pushing and/or pulling
- 2. Climbing
- 3. Stooping and/or kneeling
- 4. Reaching
- 5. Talking
- 6. Hearing
- 7. Seeing

TEMPERAMENT (Personal Traits)

- 1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- 2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- 3. Adaptability to dealing with students.
- 4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- 1. <u>Intelligence:</u> The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- 2. <u>Verbal</u>: Ability to understand meanings of words and the ideas associated with them.
- 3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
- 4. <u>Manual dexterity</u>: Ability to move the hands easily and manipulate small objects with the fingers rapidly and accurately.
- 5. Form Perception: To make visual comparisons and see slight differences in shapes and shadings of figures.
- 6. <u>Color discrimination:</u> Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act* (*FLSA*) in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.