



TEACHER – ABE/GED® PROGRAM

GENERAL RESPONSIBILITIES

Under direction of the ABE/GED® Coordinator, the position is responsible for planning and providing appropriate learning experiences for students; communicating and interacting with students, staff, and community; and developing, selecting, and modifying instructional plans, programs, and materials to meet the needs of all students. In addition, the position is responsible for participating in school management and sharing responsibility for the total school program.

ESSENTIAL FUNCTIONS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Assist the administration in implementing all policies and rules governing student life and conduct, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
- Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of individuals to ensure success for every student.
- Establish learning objectives consistent with appraisal of student needs and with the College and Career Readiness Standards for Adult Education, the Test of Adult Basic Education (TABE), and GED® testing.
- Create a classroom environment that provides for student involvement in the learning process and enable each student to achieve learning objectives.
- Plan a program of study that, as much as possible, meet the needs, interests, and abilities of students; monitor and evaluate student outcomes.
- Prepare for classes assigned and show written evidence of preparation upon request of immediate superior.
- On a regular and consistent basis, meet and instruct assigned classes in the locations and at the times designated.
- Guide the learning process toward the achievement of curriculum goals and in harmony with the goals, establish clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
- Make provision for being available to students for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Plan for and utilize instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives.
- Supervise students in a variety of school related settings.
- Maintain accurate and complete records as required by law, VBCPS policy and administrative regulation.
- Take all necessary and safety precautions to protect students, equipment, materials, and facilities.
- Establish relationships with colleagues, students, and community which reflect recognition of and respect for every individual.
- Plan and supervise purposeful assignments for teacher assistants and volunteers.
- Appraise his/her own effectiveness and demonstrate successful application of skills and information acquired to increase effectiveness.
- Monitor appropriate use and care of equipment, materials, and facilities.
- Strive to maintain and improve professional competence.
- Attend staff meetings and serve on staff committees as required.
- Perform other duties as required.



KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of the College and Career Readiness Standards for Education, the Test of Adult Basic Education, and GED® testing and techniques for integrating curriculum, VBCPS policies and effective instructional practices; thorough understanding of the teaching and learning process; ability to provide instruction that reflects multiple perspectives and multicultural education; ability to infuse technology into curriculum; ability to work effectively with administrators, colleagues, central office, school-based staff, students, and community; excellent oral and written communication and human relations skills.

EDUCATION AND EXPERIENCE

Required:

Bachelor's Degree in applicable field of education from an accredited college or university. Must have or be eligible for a teacher license from the Virginia Department of Education.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, standing, bending, grasping, fingering, repetitive motion, and reaching. Occasional stooping and kneeling. Ability to lift up to 20 pounds frequently and up to 50 pounds rarely. Requires timely and regular adherence to established work schedules. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: 7/21
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