

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: TEACHER-BEHAVIOR IMPROVEMENT (HIGH SCHOOL)

GENERAL STATEMENT OF JOB

Under general supervision, the Teacher-Behavior Improvement serves as the administrator for student discipline. Under direction of the school principal, oversees the discipline plan and activities/programs which enable students to acquire the social and interpersonal behaviors necessary for academic achievement.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides direct support to the principal and assistant principals and general support to staff members; implements disciplinary programs; monitors and supervises students truancy and tardiness.

Establishes and maintains contact with parents, PTA and community agencies in relation to student conduct and discipline.

Monitors students on probation.

Monitors students with criminal records.

Monitors attendance/discipline for assigned segment of the student population and follows up in cases of unexcused or excessive absence.

Assists with the development and implementation of the discipline plan for the school, including implementation of the district Safe School Plan as it pertains to school strategies and procedures.

Coordinates the ISS program as it relates to the achievement of the discipline plan.

Assists with the supervision and monitoring of student activities such as lunch, class changes, assemblies, concerts, dances and sporting events.

Develops and coordinates behavior management programs; assists school administrators in the areas of behavior management, discipline and classroom management.

Observes and documents behavior of individual students, maintains accurate logs of student progress.

TEACHER-BEHAVIOR IMPROVEMENT (High School)

Consults with teachers and parents of students about specific behaviors of students; participates in parent conferences as necessary.

Provides for student and parent due process in accordance with provisions of federal, state and school system rules and regulations; ensures confidentiality of all student records.

Works cooperatively with social services and community agencies in accessing resources for students and their parents.

ADDITIONAL JOB FUNCTIONS

Participates in staff development workshops.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in education or human services area with emphasis on K-12 social development with two years of experience in education, mental health, or related community service with youth or any combination of training and experience which provides the required knowledge, skills and abilities. Must hold a valid teaching license issued by the NC Department of Public Instruction.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, reports, forms, instructional materials, etc., using prescribed format.

TEACHER-BEHAVIOR IMPROVEMENT (High School)

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge in developing and implementing effective individual and group discipline and behavior management plans.

Knowledge in interpreting established policies, goals and objectives of Guilford County Schools, the State of NC and federal administrative guidelines, such as those governing exceptional children. Excellent oral and written skills, including report writing ability.

General knowledge of daily routines of the classroom.

TEACHER-BEHAVIOR IMPROVEMENT (High School)

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum relevant to students grade level.

Ability to constantly monitor the safety and well-being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.