



Long-Term Substitute Teacher

Classification: Certificated

Location: Assigned Building

Reports to: Building Principal

FLSA Status: Non-Exempt

Bargaining Unit: Non-Represented

This is a standard position description for long-term certificated teaching positions with similar duties, responsibilities, classification, and compensation. Substitutes assigned to the position description may or may not be assigned all the duties identified herein.

A long-term assignment is defined as a substitute teacher working 21-89 consecutive days on one assignment. The substitute must hold the appropriate endorsement for the assignment and be pre-approved by Substitute Services.

Long-term compensation is based on the contract salary schedule placement using individual education credits and experience. The rate is based on transcripts and verified experience in your substitute file.

This job description does not constitute an employment agreement between the district and the employee and is subject to change as the district's needs and position requirements change.

Part I: Position Summary

In the absence of the regular classroom teacher, the substitute is primarily responsible for effective teaching and learning of assigned subject(s) following district-approved curriculum, instruction, and assessment practices. Primary responsibility shall include student safety, appropriate collaboration, and attention to each student's readiness to learn, including needed guidance, discipline, and welfare. The substitute may teach in a variety of elementary and/or secondary educational settings, either individually or in a team setting.

The substitute teacher implements lesson plans following directions left by the classroom teacher. The substitute teacher may also be responsible for grading and some lesson planning.

The substitute teacher uses software and equipment for educational uses and in accordance with District policies.

The substitute teacher adheres to the Code of Professional Conduct, District policies and procedures, and State and federal laws and regulations.

Part II: Supervision and Controls over the Work

Works with a high level of independence and professional discretion under the general supervision of a designated school administrator. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of the Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Plans for student success are based on the assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress. Uses district-approved assessment tools and strategies in addition to the teacher's own professional practice. May assist in identifying and complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.
2. Collaborates with other teachers, support staff, and others as appropriate in a professional learning community to address students' needs, develop effective teaching and learning practices, and develop and implement best practices.
3. Regularly conducts planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district-approved curriculum and instructional practice. Uses research-based instructional strategies in planning lessons to make teaching and learning more relevant to students (e.g., contextual learning opportunities).
4. Maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.
5. Integrates district-approved and required technology into planning, learning, progress reporting, and required record-keeping activities.
6. Creates, communicates, and maintains classroom management practices that engage students in learning. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.

7. Actively participates in faculty and grade level or department meetings and assists in building efforts to plan, budget, implement, and evaluate the school's program and related work as required. Follows school policy and procedures, standard practices, and approved curriculum, and actively and positively supports school vision.
8. Constantly observes the needs and challenges of students and promptly engages administrator or appropriate educational staff associates when suspects or reasonably believes a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as a positive role model for students and practices behaviors expected of students.
9. Assists in supervising students at school activities and events. Remains vigilant of students throughout the school day and school location, taking initiative to engage students when they are acting inappropriately or in inappropriate locations for the time of day.
10. Establishes a professional growth plan and annually reviews the plan and progress with the administrator.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university and valid Washington state certification(s) and endorsement(s).
3. Demonstrated content knowledge for subjects/levels being taught.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration, teaming, and effectiveness in working within a professional learning community.
6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.

8. Knowledge of child and adolescent development and ability to apply that knowledge to selecting and using curriculum materials and instructional practices.
9. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.
10. Knowledge and skill in culturally responsive teaching and learning.
11. Skill and ability to utilize technology to aid instruction, assessment, and learning.
12. Evidence of continuous professional learning, commitment to participate in professional growth opportunities, and self-reflection on professional practice.
13. Any position-specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.
3. Successful experience in a team-teaching environment.
4. Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that an employee must meet to perform the job's essential functions successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

Frequently required to sit, talk, move about, hear, and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighing up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment



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is usually moderate or consistent with the subject being taught, but it can occasionally be abnormally loud.

They may occasionally work outside weather conditions and be exposed to wet and humid conditions, temperature fluctuations, fumes, airborne particles, and toxic or caustic chemicals commonly used in instruction and cleaning. They may also be exposed to blood or other potentially infectious materials during duties and to infectious diseases carried by students.

They may be required to travel in school-owned or leased vehicles while supervising and assisting students.