



JOB DESCRIPTION

SUBSTITUTE TEACHER PROGRAM

Title

Substitute Teacher - PROGRAM

Scope of Responsibilities

The Substitute Teacher taking the place of the Regular Teacher is expected to carry out all duties and functions of that Teacher. The teacher is the educational leader in the classroom and will ensure that the Public Schools Program and curricula are implemented in a way that maximizes student-learning experiences. The teacher is responsible for the supervision and evaluation of all students within his/her teaching assignment. Consistent with the Department of Education and Halifax Regional School Board policies, the Teacher will work within an established framework for the delivery of educational services which support the Public Schools Program. Working collaboratively with a team of educational professionals, the Teacher will demonstrate a strong commitment to the planning for improvement process in support of student achievement and reports directly to the School Principal or designate.

Competencies Required

The Substitute Teacher with the Halifax Regional School Board shall have the following competencies:

- (a) Knowledge of content-related pedagogy;
- (b) The ability to address the learning styles of students;
- (c) The ability to plan instructional goals and designated outcomes for all students and to clearly communicate those to learners;
- (d) The ability to implement strategies, activities and techniques for promoting quality student performance in both academic and social behavior based on students' prior knowledge and experience;
- (e) The ability to adapt curriculum to meet the varying rates, patterns and needs of all students, including students who extend learning beyond designated outcomes;
- (f) The ability to effectively contribute to and manage an individual program plan for students with special needs;
- (g) The ability to assess learning outcomes achieved by students using various methods to monitor the effectiveness of teaching strategies. (e.g. testing, observation, self evaluation, portfolios, alternative assessment, reflection);
- (h) The ability to plan and implement appropriate classroom management strategies and techniques to ensure productive, interesting, respectful and safe classrooms;
- (i) The ability to actively involve students in the development and implementation of the classroom and school discipline codes;
- (j) The ability to create and maintain a climate of respect and fairness for all students;
- (k) The ability to implement instruction that recognizes diverse populations;
- (l) The ability to communicate effectively with students, staff, parents, community and outside agencies to better meet with the needs of students;
- (m) The ability to demonstrate fair and ethical judgements;
- (n) The ability to utilize current technologies;
- (o) The ability to work as a contributing team member;
- (p) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding and human rights;
- (q) The desire and ability to engage in continuing education and professional development;
- (r) The ability to maintain and promote confidentiality as the norm.

Qualifications

- (a) A valid Nova Scotia Teaching Certificate;
- (b) Methodology courses in the subject area at the appropriate level.

Specific Job Components

The Teacher shall perform tasks as are assigned by the School Principal or designate. These tasks may vary, from time to time, with the evolution of the organization and may include but not be limited to the following:

- (a) Develop and maintain long range and daily instructional plans;
- (b) Maintain records for such things as student attendance, evaluations, report cards, discipline records, and documents required by the School Board or Department of Education and Culture using prescribed formats;
- (c) Use a variety of teaching strategies such as group work, lecture, mini-lessons, exploration, questioning, discussion, and other cooperative teaching techniques; use a variety of assessment strategies;
- (d) Actively pursue leadership roles in the school and promote leadership opportunities in the classroom;
- (e) Assist in the development and implementation of the school improvement plan in order to improve student achievement and success;
- (f) Use appropriate techniques to encourage active participation in decision-making regarding such things as classroom rules, organization and topics of study which communicate a caring attitude and trust of students;
- (g) Develop and implement a system for student recognition;
- (h) Promote problem solving, cooperative negotiating skills and conflict resolution strategies;
- (i) Apply appropriate consequences for inappropriate student behavior;
- (j) Develop healthy self-esteem in students;
- (k) Structure lessons that encourage risk-taking in learning and model life-long learning.

Director, Program

Date