

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: REACH ASSOCIATE

GENERAL STATEMENT OF JOB

The Reach Associate assists with instruction and takes responsibility for the non-instructional duties of one or more teachers, as designated by each teacher. The Reach Associate assists with and facilitates small and large group student learning, with and without technology. The associate works closely with the teacher(s) to coordinate various administrative duties and completes non-instructional paperwork. The Reach Associate manages procedures and supervises student behavior during transitions, lunch, recess, assemblies, and other unstructured activities, and while teacher(s) deliver instruction. The Reach Associate reports to the Principal or Multi-Classroom Leader.

SPECIFIC DUTIES AND RESPONSIBILITIES **ESSENTIAL JOB FUNCTIONS**

Instructional Assistance

Helps with tutoring in areas of content knowledge, under the direction and using tools of the supervising teacher(s).

Classroom and School Environment

Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable.

Contribute to a culture of respect, enthusiasm, and rapport.

Manage student behavior during transitions and less structured time (e.g., recess, lunch).

Monitor independent work time in classroom while teacher provides instruction.

Professional Responsibilities

Hold students accountable for ambitious, measurable standards of academic achievement.

Identify and address individual students' social, emotional, and behavioral learning needs and barriers.

Identify and address individual students' development of organizational and time-management skills.

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Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.

Maintain administrative duties on behalf of teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork).

Collaborate with teacher(s), tutor(s) and digital lab monitor(s).

Participate in professional development opportunities at school.

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's Degree desired but not required. Previous experience working with children and knowledge for subject matter being taught. If currently a teacher assistant, ratings of "At or Above Standard" in all areas on most recent summative evaluation.

COMPENSATION

Salary Differential: \$5,000

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar 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 or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, press releases, etc. Requires the ability to prepare correspondence, reports, forms, etc., using prescribed

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formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

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 using a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics.

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 items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require 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 emergency situations.

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

Critical competencies:

Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Concern for Order - an underlying drive to maintain or increase order in the surrounding environment.

Serving Others - acting with a desire to help or serve others to meet their needs.

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Impact and Influence – acting with the purpose of influencing what other people think and do.

Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Coachability – the desire to grow and achieve by learning from the examples set by mentors, staff and fellow teachers.

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.