



TEHAMA COUNTY DEPARTMENT OF EDUCATION JOB DESCRIPTION TEACHER – JUVENILE JUSTICE CENTER

DEFINITION:

Under general supervision of an Administrator, this position is responsible for a variety of instructional duties in an alternative education environment. Instructs students in a classroom, individually and/or in small groups in accordance with policies and procedures; plan, implement, and evaluate learning programs and activities in assigned teaching areas; develop and implement IEP goals and assess student progress and achievement; coordinate programs to increase independence and functioning in society, socially, vocationally and academically.

ESSENTIAL FUNCTIONS AND JOB DUTIES:

Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks that may be found in positions within this classification.

- Provide a classroom environment conducive to learning, with consideration for the safety and the physical and emotional well-being of the pupils.
- Teach multiple subjects in a court, community or juvenile justice setting.
- Establish and maintain standards of pupil behavior necessary for a functional learning atmosphere and maintains a pleasant and positive attitude in order to foster pupil feelings of pride and self-worth.
- Select and requisition books, instructional materials, supplies, and equipment. Assumes the responsibility for the care of equipment, maintains an inventory of materials and equipment and submits a room inventory at the end of each school year.
- Establish, with the Individualized Education Programs (IEP) team, standards of expected progress for individual students in designated areas of instruction or development and techniques for periodic assessment of that progress.
- Prepare written lesson plans and select instructional materials/equipment which shall reflect the individual diagnostic, prescriptive, and performance characteristics of each pupil.
- Provide individual and small group instruction in order to adapt the instruction and curriculum to the needs of pupils with varying physical, intellectual, and perceptual abilities, attitudes, emotional needs and cultural, socioeconomic, or linguistic backgrounds.
- Provides motivation and a varied approach to pupils who have short attention spans and/or who have difficulty in working independently.
- Provide counsel to pupils in assisting them with understanding and coping with disabilities and other educational and personal problems.
- Maintain and submit reports of health and attendance and keeps all other records and submits necessary reports as required by law and/or the Department of Education.
- Maintain as understanding of the general education curriculum and aligns the classroom instruction with that curriculum as appropriate to the individual pupils.
- Attend Department and School-site meetings as required.
- Implement as appropriate, the IEP of students with disabilities.
- Abide by all policies of the Department.
- Cooperates with Juvenile Hall officials.
- Perform other duties normally required to be performed by certificated employees as adjunct to the regular teaching assignment.
- Drive occasionally for department business (optional).

EDUCATION AND EXPERIENCE:

Any combination of education, experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

- Valid California Multiple or Single Subject Teaching Credential.
- English Learner Authorization.
- Experience in Alternative Education desired.



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KNOWLEDGE OF:

- Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction for alternative education programs.
- Classroom procedures and appropriate student conduct.
- Problems and concern of students with special needs.
- Curriculum and lesson plan development to meet IEP or other educational goals.
- Terminology involved in alternative education programs.
- Principles of training and providing work direction.
- Proper lifting techniques.
- Interpersonal skills using tact, patience and courtesy.
- Applicable sections of the California State Education Code and other applicable laws.
- Basic computer operation.
- First aid and CPR.
- IEP Process.
- Behavior modification techniques.

ABILITY TO:

- Maintain confidentiality.
- Perform specialized procedures to assist high-risk students.
- Instruct alternative education students in individualized tasks to achieve IEP goals.
- Understand and relate to children with special needs.
- Monitor and evaluate student progress.
- Train and provide work direction to others.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain accurate records and student data.
- Compile and verify data and prepare appropriate reports.
- Maintain current knowledge of facility rules, regulations, requirement and restrictions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Meet schedules and reporting deadlines.

PHYSICAL DEMANDS:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry, push, pull, or otherwise move objects. This type of work involves sitting most of the time, but may involve walking or standing for brief periods.
- Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

TERMS OF EMPLOYMENT:

Salary and work year to be established by County Superintendent.



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HRS Office Use Only

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APPROVED

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Signature: Noelle DeBortoli

Date: 6/19/18