

**TITLE:****Teacher - Career Choices and Financial Literacy (MS 6-8)****QUALIFICATIONS:**

Certification by Kentucky Department of Education with proper endorsement, plus responsible experience in teaching and supervision, or any equivalent combination of experience or training.

**REPORTS TO:**

Principal

**PRIMARY JOB GOAL:**

Simpson County Schools is seeking a dynamic, student-centered educator to serve as a Career Choices & Financial Literacy Teacher at the middle school level. This position focuses on helping students explore career pathways, develop employability skills, and build foundational financial literacy. The role emphasizes real-world application, student goal setting, and preparation for postsecondary success. Instruction will incorporate career exploration tools, labor market information, workforce trends, and practical financial decision-making to support student readiness and connect learning to life beyond the classroom, and to interpret and execute school SBDM and Board of Education policies and regulations to students, parents, and patrons from within the community; to plan and implement an instructional program and provide related educational services for students from grade seven through grade twelve according to the assigned position.

**REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:**

Comprehensive knowledge of principles and practices of modern public school secondary education and the ability to apply them to the needs of the school/district; knowledge of the mission, goals, and organization of public education; ability to apply knowledge of current research and theory as they relate to content, curriculum, materials, and instructional practices; knowledge of adolescent growth and development; ability to plan, organize, and implement lessons based on district and school objectives and the needs and abilities of students to whom assigned; ability to utilize multimedia and computer technology as appropriate; ability to move about to monitor students and check work in classrooms with a varied seating and desk organization; ability to communicate clearly both orally and in writing; ability to develop effective working relationships with the entire school community; commitment to education reform; ability to be flexible to adjust the instructional program to any unanticipated interruptions/changes; sound knowledge of the content area(s) taught.

PERFORMANCE RESPONSIBILITIES:

- Plan and deliver instruction in career exploration and financial literacy
- Facilitate student understanding of career pathways and goal setting
- Teach essential financial concepts, including budgeting, saving, and responsible decision-making
- Design and implement project-based and real-world learning experiences
- Assess student progress and provide feedback aligned to learning standards
- Collaborate with faculty, counselors, and administration to support student readiness initiatives
- Participate in Professional Learning Communities (PLCs) and ongoing professional development
- Maintains at all times an orderly learning atmosphere and keeps the Principal fully informed of the general education program's activities and problems.
- Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- Employs a variety of instructional techniques (with priority to teaching basic academic skills) consistent with the physical limitations of the location provided and within the needs and capabilities of each student involved.
- Utilizes a variety of instructional materials and available multimedia and computer technology to enhance learning.
- Meets and instructs assigned classes in the locations and at the times designated.
- Manages allotted learning time to maximize student achievement.
- Teaches content subject area(s) utilizing the course of study adopted by the Board of Education and the school's SBDM Council.
- Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school and school district.
- Develops lesson plans, instructional materials, and appropriate tasks, and provides individualized and small group instruction in order to adapt the curriculum to the individual needs of each pupil.
- Prepares, presents, and evaluates material for learning, and tries innovative instructional techniques in keeping with program requirements and education reform.
- Takes an active part in the professional development program of the school and the district, and participates in the planning and evaluation of the school's curriculum and extra-curricular activities through membership on various district/SBDM Council committees.

- Maintains professional competence through professional development activities provided by the district and/or consortia, and through self-selected professional growth activities.
- Assists in the selection of books, computer software, equipment, and other instructional materials, and keeps abreast of new trends and research in education reform.
- Works cooperatively with the administration, other teachers, support personnel, and the SBDM Council in planning instructional goals, objectives, methods, and evaluation.
- Collaborates with other professionals (guidance counselors, librarians, etc.) to carry out schoolwide instructional or related activities; coordinates instructional activities and collaborates with other professional staff, both school-based and nonschool-based, to maximize learning opportunities.
- Assists resource teachers/coordinators, Title I teachers/coordinators (if applicable), gifted education teachers/coordinators, and other teachers/coordinators in the identification process of students for placement in the various supplemental educational programs.
- Strives constantly to determine whether factors that contribute to low academic performance are present, and makes any necessary referrals for specialized instructional help or services to various agencies; requests assistance of, and works with, resource personnel as needed.
- Counsels and evaluates students by providing guidance to pupils which will promote their welfare, self-esteem, and educational development.
- Assesses student abilities as related to desired educational goals, objectives, and outcomes.
- Evaluates student progress on a regular basis; uses standardized tests, a variety of other tests, teacher observation, and regular classroom performance to determine placement of students; maintains appropriate assessment and evaluation documentation for district, school, and individual reporting purposes.
- Administers group standardized tests in accordance with the district's testing program; administers assessments in accordance with state guidelines.
- Utilizes teaching strategies which incorporate activities that will enhance performance events and open-response assessments.
- Continually communicates with students on instructional expectations and keeps them informed of their progress in meeting those expectations.
- Communicates with parents through conferences and other means to discuss pupil's progress and interpret the school program.
- Makes provisions for being available to students and parents for education-related purposes including, under reasonable terms, time before or after school on the instructional day or at school-sponsored events.

- Assumes responsibility for classroom management by establishing and maintaining consistent classroom organization in accordance with district/school regulations.
- Creates a safe, disciplined, and effective classroom environment for learning through functional and attractive displays, bulletin boards, and learning centers, and through making sure all materials are in good condition and accessible to the students.
- Weighs and considers the best plan of action to carry out the instructional programs as they relate to scheduling, group size, and room arrangement.
- Assesses resources such as student interests, facilities, funds for motivating materials, adequate equipment, and audio-visual aides for an operative program.
- Participates in school-based decision-making, including electing teacher Council representatives, serving on the Council, and/or providing input and feedback on all matters relating to the operation of the school in his/her building.
- Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains proper inventories of non-expendable school supplies, materials, and equipment assigned to the classroom.
- Assists in upholding and enforcing school rules, administrative regulations, Board of Education policies, and SBDM Council policies.
- Maintains accurate, complete, and correct records as required by law and Board policies and regulations.
- Shares duties of the school as assigned by the Principal, and supervises pupils in out-of-classroom activities during the assigned working day and/or after working hours, including field trips, bus duty, hall duty, basketball duty, etc.
- Observes the Board approved "chain of command" in airing grievances and in communicating suggestions for improving school operations meaning that an employee discusses their grievance with their building Principal first, then the Superintendent if a resolution is not reached with their immediate supervisor, and then the Board of Education if a resolution is still not reached.
- Plans and supervises purposeful assignments for instructional assistants and/or parent volunteers, if applicable, and cooperatively works with coordinators/Principals in evaluating their job performance.
- Attends faculty meetings and Parent/Teacher Organization meetings, and serves on staff/district and SBDM Council committees as assigned.



LIFTING <input type="checkbox"/> 0-10 lbs. <input checked="" type="checkbox"/> 11-15 lbs. <input type="checkbox"/> 16-30 lbs. <input type="checkbox"/> Over 31 lbs.		
2a. HAND MANIPULATION REQUIRED? <input checked="" type="checkbox"/> Yes (If yes, complete 2a,2b,2c,2d,2e) <input type="checkbox"/> No		
2b. Repetitive hand movements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
2c. Simple Grasping?	Right Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Left Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2d. Power Grasping?	Right Hand Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Left Hand Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
e. Pushing Pulling?	Right Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Left Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
f. Fine Manipulation:	Right Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Left Hand Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

3. (a) Does the job require worker to reach or work above the shoulder? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Frequency? <u>As needed</u> (b) Reaching at or below shoulder level? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Frequency? <u>As needed</u>
4. Does the job require use of his/her feet to operate foot controls or repetitive movement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5. Are there special visual or auditory requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe (i.e. working with computer terminal): Working on a PC or laptop.
WORK ENVIRONMENT: a. Does the employee work near moving mechanical parts; in high, precarious places; and in outside weather conditions? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No b. Is the employee exposed to fumes or airborne particles? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Limited exposure from working in a public school.i.e.: dust, pollen, chemical fumes from custodial work taking place in the building.

BLOOD/FLUID EXPOSURE RISK: (check the right category)

Category I: Tasks involve exposure to blood, fluid, or tissue  
 Category II: Usual tasks do not involve exposure to blood, body fluid, or tissues but the job may require performing unplanned Category I tasks.  
 Category III: Tasks involve no exposure to blood, body fluids, or tissues. Category I tasks are not a condition of employment.

TERMS OF EMPLOYMENT:

187 days with possibility of extended employment granted by the Board of Education; salary to be established by the Board of Education.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

Date of Approval: \_\_\_\_\_

I have read and understand the terms set forth in this job description.

Signature of Employee \_\_\_\_\_

Date Signed \_\_\_\_\_