

**School Administrative Unit #33
Job Description**

TITLE: Math Specialist

GRANT FUNDED POSITION

REPORTS TO: School Principal

EVALUATION: Annually by School Principal

SUPERVISES: N/A

GENERAL SUMMARY: To provide leadership, coordination, collaboration, and innovation in math curriculum and instruction, so that each student may derive maximum benefit from the math curriculum and instruction. Implement an instructional program that meets the needs of struggling or advanced mathematicians and integrates research-based strategies and is aligned with the district math curriculum and the New Hampshire Frameworks.

QUALIFICATIONS (SKILLS/EXPERIENCE/TRAINING REQUIRED): Teacher will meet all qualifications and behavior standards as set by the State of New Hampshire authority. In accordance with certification requirements and the performance expectations of the Raymond Public Schools, all classroom teachers shall meet the following employment criteria.

- The minimum of a Bachelor's Degree from an accredited college or university.
- A valid New Hampshire Teacher's Certificate (applicable level-area endorsements preferred.)
- Prior teaching experience preferred
- A completed credential file that meets Raymond Public School standards.
- Professional verification of successful classroom teacher performance and/or student teaching experience.
- Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
- Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
- Regular and predictable attendance is essential.
- Minimum of three years teaching experience required; Master's Degree and leadership experience preferred.

ESSENTIAL JOB FUNCTIONS:

- Work collaboratively to support instruction, assessment, and leadership in the areas of mathematics.
- Knowledgeable of the theoretical and evidence-based foundations of math instruction.
- Use assessment information to plan, evaluate, differentiate and revise effective instruction that meets the needs of all students.
- Deliver math instruction to small groups or individual students.
- Knowledge of assessment and diagnosis for developing, implementing, and evaluating the math program in general, and in designing instruction for individual students.
- Provide teachers assistance in learning how to administer data and/or interpret assessment results.
- Coordinates and provides leadership in the development of math curriculum.

- Assist in Tiered Interventions and Supports in the area of math, including Title 1
- Assists in the selection of appropriate materials utilized by the classroom teacher for corrective and enrichment measures.
- Thorough understanding of the teaching and learning process.
- Identify math for use in all content areas in support of the curriculum.
- Assessing, recording and reporting on the development, and progress of students.
- May advise parents and/or legal guardians for the purpose of supporting teacher’s expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.

OTHER DUTIES AND RESPONSIBILITIES:

- Performs other related duties as required.
- Excellent interpersonal skills.
- Facilitate professional development and learning activities.
- Model strategies or techniques for teachers.

PHYSICAL ACTIVITY REQUIREMENTS

| | | | | | | | | | | | |
|---------------------------|----------|----------|----------|---|---|------------------|----------|----------|----------|---|---|
| Lift up to 10 lb. | N | R | <u>Q</u> | F | C | Twisting | N | R | <u>Q</u> | F | C |
| Lift 11 to 25 lb. | N | R | <u>Q</u> | F | C | Bending | N | R | <u>Q</u> | F | C |
| Lift 26 to 50 lb. | N | <u>R</u> | O | F | C | Crawling | <u>N</u> | R | O | F | C |
| Lift over 50 lb. | <u>N</u> | R | O | F | C | Squatting | N | R | <u>Q</u> | F | C |
| Carry up to 10 lb. | N | R | <u>Q</u> | F | C | Kneeling | N | R | <u>Q</u> | F | C |
| Carry 11 to 25 lb. | N | R | <u>Q</u> | F | C | Crouching | N | R | <u>Q</u> | F | C |
| Carry 26 to 50 lb. | N | <u>R</u> | O | F | C | Climbing | N | <u>R</u> | O | F | C |
| Carry over 50 lb. | <u>N</u> | R | O | F | C | Balancing | N | <u>R</u> | O | F | C |

Work Surface(s)

| | | | | | |
|------------------------------------|---|---|----------|---|---|
| Reach above shoulder height | N | R | <u>Q</u> | F | C |
| Reach at shoulder height | N | R | <u>Q</u> | F | C |
| Reach below shoulder height | N | R | <u>Q</u> | F | C |
| Push/Pull | N | R | <u>Q</u> | F | C |

| |
|-------------------|
| <u>KEY</u> |
| N = not required |
| R = rarely |
| O = occasionally |
| F = frequently |
| C = constantly |

Hand Manipulation

| | | | | | |
|------------------|---|---|----------|----------|---|
| Grasping | N | R | O | <u>F</u> | C |
| Handling | N | R | O | <u>F</u> | C |
| Torquing | N | R | <u>Q</u> | F | C |
| Fingering | N | R | O | <u>F</u> | C |

Controls and Equipment:

(list tools and/or equipment required to be used in this position)
 Computer, calculator, telephone, copier, scanner, fax, smartboard

During an 8 hour day, employee is required to:

| | <u>Consecutive Hours</u> | | | | | | | | <u>Total Hours</u> | | | | | | | |
|--------------|--------------------------|---|---|---|---|---|---|---|--------------------|----------|---|---|----------|---|---|---|
| Sit | <u>1</u> | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 | 8 |
| Stand | <u>1</u> | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | <u>2</u> | 3 | 4 | 5 | 6 | 7 | 8 |
| Walk | <u>1</u> | 2 | 3 | 4 | 5 | 6 | 7 | 8 | <u>1</u> | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Cognitive And Sensory Requirements:

Talking: Necessary for communicating with others

Hearing: Necessary for receiving instructions and queries
Sight: Necessary for doing job effectively and correctly
Tasting & Smelling: Not required

Employer Expectation for the amount of lapsed time required by a typical worker to learn the skills of this job description (Specific Vocational Preparation Requirement)

- 1. Short demonstration only.
- 2. Any beyond short demonstration up to and including 30 days.
- 3. 30-90 days.
- 4. 91-180 days.
- 5. 181 days to 1 year.
- 6. 1 to 2 years.
- 7. 2 to 4 years.
- 8. 4-10 years.
- 9. Over 10 years.

Summary Of Occupational Exposures:

May be exposed to cleaning fluids, copier toner, bodily fluids

Other Items to consider

Environment: Inside: %100 Outside: %

Work Surfaces: carpet and tile floors, chair and standard desk

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is typically able to sit and stand as needed.

The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.

***External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

Classification: Exempt.

Adopted: 8.29.18

Revised:

Revised: