



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	Targeted Supports and Tutoring Coordinator	FLSA Status:	Exempt
Job Family:	Professional	Pay Range:	A/P-Grade R
Prepared/Revised Date:	September 17, 2021	Job Code:	33572
		Days:	260

SUMMARY: Responsible for increasing targeted support and high dosage tutoring to schools by developing, organizing, and implementing academic supports for students PreK through 12th grades that are designed to ensure the academic success of students, respond to unfinished learning, and promote credit recovery and accrual. Provide research, professional development, and support to administrators, teachers, and support staff. Research and coordinate services with possible vendors and community organizations to provide tutoring services.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Description of Job Tasks
1. Utilizing student and teacher data and feedback from school principals develop, implement, and sustain a framework for enhanced direct instruction, targeted support, and high dosage tutoring programs for PreK through 12 th grades. Collaborate with Learning Services Team Directors and school principals to develop programs including identifying roles, scope, and sequence of work, and ensuring services are equitable, accessible, and effective.
2. Research and identify potential vendors and community partners who could provide tutoring services. Work with Strategic Sourcing and Contract Administration as needed on securing services and creating agreements to meet programming needs.
3. Communicate and present targeted support and tutoring programs to schools, principals, teachers, support staff, families, and external partners. Provide guidance, coaching, and support related to implementing programs at school sites.
4. Collaborate with school sites and Research and Evaluation Director to identify and enroll students needing additional supports in high dosage tutoring opportunities. Support teachers in identifying student needs and providing appropriate interventions.
5. Evaluate program effectiveness with Research and Evaluation Director, principals, and teachers using a variety of data. Create and provide reports on the effectiveness of the programs. Make data driven decisions to enhance direct instruction and work with identified stakeholders on student support teams, data teams, and problem-solving teams to monitor student progress.
6. Work with Finance department to centrally coordinate funds, coordinate expenditures, provide budget planning and tracking, and report on use of federal funds and grant dollars.
7. Attend work and arrive in a timely manner.
8. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree required in Education or related field required.
- Minimum of three years of experience in program development or public education.
- Coursework in Linguistically Diverse Education preferred.
- Training in early literacy and tutoring programs preferred.



LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Excellent oral, written, and public speaking communication skills.
- High level of interpersonal skills.
- Deep knowledge of content area standards.
- Knowledge of standards-based education.
- Knowledge and understanding of racial, gender, and cultural differences.
- Skills in data gathering and analysis, project planning and evaluation.
- Ability to articulate the impact of race, culture, socio-economic status, etc. in education and apply that understanding to instructional practices.
- Ability to make appropriate decisions based upon data.
- Ability to be a part of and work with a team.
- Ability to facilitate professional learning related to content area.
- Ability to manage district grants and budgets.
- Ability to keep up-to-date technically and apply new knowledge. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Director of Curriculum, Instruction, and Assessment	
Direct reports:	No direct reports	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit			X	
Use hands to finger, handle, or feed				X



Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	X			
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute				X
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	X



Ability to adjust focus	X
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NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	