



# Poudre School District

## HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Tutor After Hours Program  
(PSD After 3 – Program Instructor)** FLSA Status: **Non-Exempt**  
 Job Family: **S Special Pay Schedule** Pay Range: **S Schedule-AH15**  
 Prepared/Revised Date: **December 1, 2022** Job Code: **41802**

**SUMMARY:** Responsible for providing positive, enriching, and safe after school classes for students at PSD Title I sites (Bauder, Harris, Irish, Laurel, Linton, or Putnam). These classes can include but are not limited to crafts, science, sports, music, and STEM-focused clubs. With approval of the program coordinator, after school classes can be developed to fit the interests and experience of the instructor. Duties include preparing lesson plans and activities, actively supervising students, managing classroom space including set-up and clean-up, and encouraging student participation and engagement.

**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. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

| Description of Job Tasks   | Frequency  | % of Time  |
|--|--|--|
|  | Daily = <b>D</b><br>Weekly = <b>W</b><br>Monthly = <b>M</b><br>Quarterly = <b>Q</b><br>Annually = <b>A</b> | On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25% |
| 1. Implement lessons by teaching and creating a positive, enriching, and safe environment for all students enrolled in the class.  | D  | 15%  |
| 2. Maintain active supervision of students to ensure safety and awareness of student whereabouts during all class times and until all students are with their parent/guardian.                     | D  | 15%  |
| 3. Utilize positive, respectful, and appropriate strategies when interacting with students and other staff.  | D  | 15%  |
| 4. Conducts positive, respectful communication with on-site facilitator and program coordinator to relay relevant information regarding students, class plans and supplies, and other information. | D  | 15%  |
| 5. Attend work and arrive in a timely manner.  | D  | 1%   |
| 6. Plan and prepare appropriate lessons with detailed descriptions of how to implement the activity and the required supplies prior to classes starting.   | W  | 20%  |
| 7. Manage and modify lesson plans, supply requests and organization, and classroom set-up and clean-up based on student and class need.  | W  | 15%  |
| 8. Attend appropriate in-services, staff meetings and trainings, and/or school functions.  | M  | 1%   |
| 9. Perform other duties as assigned.   | Ongoing  | 3%   |
|  | <b>TOTAL=</b>  | <b>100%</b>  |

### **EDUCATION AND RELATED WORK EXPERIENCE:**

- High School Diploma or completion of G.E.D.
- No experience required. Experience working and leading activities with children ages 5-12 years preferred.

### **LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire
- Valid Colorado driver's license preferred
- CPR and First Aid certifications preferred



**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to diffuse and manage volatile and stressful situations
- 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:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Word and Excel
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | POSITION TITLE                                       | # of EMPLOYEES |
|------------------------|--|----------------|
| <b>Direct reports:</b> | This job has no direct supervisory responsibilities. |                |

- Responsible for supervising the behavior and well-being of students in the classroom

**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              |           |            |          |



| WEIGHT and FORCE DEMANDS: | Amount of Time |           |            |          |
|---------------------------|----------------|-----------|------------|----------|
|                           | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| 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) | X        |
| Peripheral vision   | X        |
| Depth perception  | X        |
| Ability to adjust focus                                   | X        |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet   |                |
| Quiet        |                |
| Moderate     | X              |
| Loud         |                |
| Very Loud    |                |