



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Lead Teacher – Futures Lab**
 Job Family: **Licensed**
 Prepared/Revised Date: **April 5, 2022**

FLSA Status: **Exempt**
 Pay Range: **T Salary Schedule**
 Job Code: **20130**

SUMMARY: Responsible for coordinating with the Futures Lab administrator to oversee day-to-day operation of the Futures Lab campus and providing support for pathway leads in the design and implementation of educational programs. Collaborate with school leadership on Futures Lab marketing and recruiting efforts. Provide instructional coaching, and co-planning support to Futures Lab faculty to strengthen teacher capacity to create and sustain meaningful student experiences. Plan and implement relevant professional learning experiences that model best practices in adult learning and facilitation.

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.	Collaborate with Futures Lab faculty and other student support team members to ensure that instruction at Futures Lab is accessible, engaging, and personalized.
2.	Strengthen teacher capacity and leadership around the Futures Lab Design Principles and: <ol style="list-style-type: none"> a. Career & Technical Education b. Project-Based Learning c. Design Thinking d. Entrepreneurial Thinking
3.	Develop and facilitate professional learning opportunities for staff.
4.	Collaborate on the ongoing development of Futures Lab programming and pathways, including programming for high school students and unique learning opportunities for students in K-8.
5.	Provide instructional coaching to Futures Lab faculty that supports facilitating high-quality, engaging student experiences.
6.	Collaborate: <ol style="list-style-type: none"> a. With teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes. b. With colleagues in team and building-based meetings and discussions. c. With external stakeholders, including business and community partners.
7.	Demonstrate a commitment to: <ol style="list-style-type: none"> a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student’s education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
8.	Participate in: <ol style="list-style-type: none"> a. Department, team, building, and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities.
9.	Attend work and arrive in a timely manner.
10.	Perform other duties as assigned.



EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree with proper teaching licensure required; Master's degree preferred.
- Experience instructing students in a classroom setting required.
- Experience leading adult learning preferred.
- Experience and training in instructional coaching preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado educator license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.
- CTE Integrated endorsement in the appropriate area(s) or ability and willingness to receive the credential

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Knowledge of Career & Technical Education, instructional coaching, and project-based learning.
- Collaborate well with colleagues.
- Facilitation of adult learning.
- Creative thinker.
- Self-directed and comfortable with ambiguity.
- Adaptability and flexibility to function in a "startup" environment.
- Knowledge of team infrastructure, formative instruction and assessment processes, MTSS framework, and technology integration.
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills, ability to build quick rapport and relationships among staff.
- Critical thinking and problem-solving skills.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- 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 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, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of, experience with, and ability to train others on department software packages such as Microsoft and Google tools, etc.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.



REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0

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 feel		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		



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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	
Depth perception	
Ability to adjust focus	X

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