



POSITION DESCRIPTION | FARGO PUBLIC SCHOOLS

Department: Teaching and Learning	Position Title: Lead Teacher
Prepared By: Human Capital	
<input type="checkbox"/> Non-Exempt: <input type="checkbox"/> Classified Support Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Hourly Activities <input checked="" type="checkbox"/> Exempt: <input type="checkbox"/> Executive <input type="checkbox"/> Administrative <input type="checkbox"/> Professional <input type="checkbox"/> Other: <input type="checkbox"/> Internship <input type="checkbox"/> Volunteer <input type="checkbox"/> Student Teacher <input type="checkbox"/> Coach	
Term of Employment: <input type="checkbox"/> 12 months <input type="checkbox"/> 10 months <input checked="" type="checkbox"/> 9 months <input type="checkbox"/> Temporary	Date Prepared: 4/17/2024
Salary Schedule: Teacher Salary Schedule	Wage Group (if applicable): N/A

Position Purpose (*why position exists; how it helps accomplish mission of the department/division*)

The Lead Teacher leads the team in maintaining high expectations for student learning and ensures the team functions at a high level to serve all learners by strength and need. The Lead Teacher makes space for sharing team members' ideas and innovations to improve student learning. They co-plan, co-teach, model, coach and give feedback to their team members.

Responsibilities

Team Leadership Responsibilities

- Serve as a Team Leader, responsible for orchestrating the collaboration and decision-making processes within the educational team, aiming to harness the collective expertise and insights for optimal student outcomes.
- Expected to provide ongoing mentorship to team members, offering constructive feedback and guidance to enhance teaching practices and professional growth within the team.

Instructional Planning and Delivery

- Design and implement integrated content area lessons that promote inquiry, critical thinking, collaboration, and communication.
- Educators are required to actively participate in joint curriculum development sessions, working closely with fellow team members to design and implement innovative instructional strategies that meet diverse learner needs.
- Utilize student performance data to continually refine and adapt instructional approaches, ensuring that teaching methods are effective and responsive to student learning trends.
- Collaborate with colleagues to develop and implement innovative teaching strategies and practices.
- Build and maintain strong partnerships with other educators, parents, and community members to enhance student learning.
- Utilize technology effectively to enhance teaching and learning experiences.

Student Engagement and Support

- Foster a student-centered learning environment that encourages exploration, creativity, and problem-solving.
- Educators will engage directly with students for at least 50% of their time, facilitating rich, personalized learning experiences that foster deep educational engagement.
- Responsible for identifying and addressing the educational, emotional, and social needs of each student, crafting tailored support strategies to promote their holistic development.

Fargo Public School District is an equal opportunity employer

- Provide timely feedback to students to support their growth and development.

Professional Development

- Actively engage in ongoing professional development to stay current with best practices in education.
- Commit to continuous professional development through attending workshops, seminars, and courses that enhance teaching skills and educational strategies.
- Encouraged to pursue further certifications and advanced degrees in education-related fields to bolster leadership capabilities and subject matter expertise.

Communication and Community Engagement

- Participate in school-wide initiatives and events as needed.
- Maintain proactive and transparent communication with students' families and the broader school community, ensuring stakeholders are well-informed and engaged with the school's educational processes.
- Organize and lead regular meetings with educators, parents, and community members to foster a collaborative educational environment and address any concerns effectively.

Cultural Competency and Inclusivity

- Demonstrate a commitment to diversity, equity, and inclusion in all aspects of teaching and learning.
- Incorporate an understanding of cultural, gender, and sexual identity factors into daily teaching practices, ensuring all students feel valued and included."
- Champion the development of an inclusive school culture that celebrates diversity and promotes respect for all students and staff, integrating diverse cultural backgrounds into the curriculum and school activities."

Knowledge, Skills, and Abilities

Minimum Qualifications (*expected to have to enter job*)

- Bachelor's degree in the field of Education.
- ND Teaching License
- Thrives in a collaborative teaming approach to teaching and learning.
- Desire to teach and learn in a student-centered, adaptive, design-based, technology-rich learning environment.
- Possesses an innovative mindset: forward-thinking, creative, open to inquiry, collaborative, agile, inclusive, with the ability to see new possibilities and opportunities for learning.
- Be a self-starter and resourceful.
- Demonstrates the ability to build and maintain strong partnerships with other educators, parents, and community members to enhance student learning.
- Proven ability to design integrated content area lessons.
- Well-developed speaking and listening skills that enhance student engagement in the exploration of real-world problems through inquiry, critical thinking, collaboration, and communication as a cornerstone of learning.

Preferred Qualifications (*desired but not expected to have to enter job*)

- Dual licensure (elementary 1-8) and additional licensure or expertise in another area (i.e., music, art, CTE, ESL, special education).
- Demonstrate a dedicated work ethic, willing to help and take on additional duties as needed.
- Familiarity with STEM education.
- Openness to Project-Based Learning.
- Educational risk-taker.

Relationships

This position reports to: Self Directed Academy Principal

Direct Supervision		
	Titles of Positions Directly Supervised	Number of Employees
1	-	-
2	-	-
3	-	-
Total		0

Indirect Supervision	
Number of employees indirectly supervised	Total: 0

Internal and External Clientele and Purpose of Contact *(the most significant job-related contacts)*

Example: Personal contact with students, staff, parents/guardians, faculty, and administrators is an essential part of the position and requires the ability to share information and must be sensitive to people and their needs. The position may handle confidential and private data.

Problem Solving *(most difficult types of problems to resolve and consequence of error/non-resolution)*

Work involves differing situations and the ability to rapidly access and prioritize competing demands. It is important to identify the problem and resolve it promptly and tactfully.

Freedom to Act

Decision(s) Position Makes and Decision(s) Referred to Higher Authority

The incumbent performs tasks under the direction of a certified teacher and responds to day-to-day needs, answer questions, and respond to emergent issues. Non-emergent issues are discussed with the Teacher or Building Principal. The incumbent takes initiative to ensure completion of all tasks and will adjust priorities to accommodate competing workload demands.

All employees must comply with department and institution procedures and policies, Fargo Public School policies and procedures, as well as local, state and federal laws, regulations, guidelines and business and industry standards.

Physical Requirements

The physical demands described here 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.

Stand	Frequently	Use hands dexterously (use fingers to handle, feel, type)	Frequently
Walk	Frequently	Reach with hands and arms	Frequently
Sit	Occasionally	Climb or balance	Rarely
Talk or hear	Frequently	Stoop/kneel/crouch or crawl	Rarely
Taste or smell	Rarely	Lift and Carry up to 50 pounds	Rarely

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Example: The noise level in the work environment is usually quiet. Work is performed indoors.

This description is intended to indicate the kinds of tasks and level of work difficulty required of the position. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar level of difficulty.