

Washington West Supervisory Union Job Description

JOB TITLE: Homebound Tutor

FLSA STATUS: Non-Exempt

UPDATED: FY 2014

POSITION OBJECTIVES: To tutor students in academic subject areas outside of the school environment as part of a 504 Plan, or other temporary accommodation.

ESSENTIAL DUTIES AND RESPONSIBILITIES: include the following. Other duties may be assigned.

- Plan and prepare lessons under the oversight of the classroom teacher/school administrator: choose materials at appropriate levels for students;
 - prepare lesson plans and objectives;
 - research and/or create instructional materials as needed.
- Provide direct instruction to students:
 - tutor students individually under the direction/oversight of the classroom teacher;
 - conduct credit-bearing and non-credit bearing classes;
 - plan and lead field trips;
- Assess students' progress, preparing written documentation as required.
- Meet with parents, independently or with classroom teacher/school administrator, to discuss students' progress and needs, explain the course curriculum, and so forth.
- Meet regularly with 504 Coordinator and/or school administrator to plan, coordinate and evaluate instructional activities, review student progress, consult about special problems, and the like.
- Other related duties as assigned.

SUPERVISION RECEIVED: Reports to, supervised by, receives direction from, and evaluated by the building principal or director of student support services.

SUPERVISORY RESPONSIBILITIES:

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor's degree in Education or other appropriate discipline plus two to four years of relevant tutoring or instructional experience, or a combination of education and experience from which comparable knowledge and skills are acquired.
- **Student Management.** Ability to effectively manage students one-on-one. Ability to recognize and curtail potential dangers including environmental hazards and behavioral aggression/hostility. Good understanding of the developmental needs of school-aged students; and the ability to show patience, respect and compassion in working with students.
- **Language Skills.** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from students, parents, faculty, staff, and administrators.
- **Content Knowledge.** Strong background in the content of math, language arts, science, and social studies. Good understanding of the concepts relevant to the grade level being tutored, and ability

to apply these concepts. Ability to problem solve and develop skill building activities for the grade level being served.

- Computer Skills and Experience. Proficient knowledge and skills with various computer applications including: word processing, spreadsheets, databases, Internet, e-mail, and Power Point. Strong technical knowledge to operate computers. Proven ability to effectively instruct others in the use of these applications and programs.
- Reasoning Ability/Mental Requirements. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- Good understanding of standard classroom operations and teaching methods and skills.
- Ability to attend required or requested meetings outside of school hours.

PHYSICAL EFFORT AND STRESS: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, and feel; and talk and hear. The employee is occasionally required to climb. The employee is regularly required to drive. Ability to effectively handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee is frequently exposed to outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.