

Job Title: ESOL TUTOR

Qualifications: Bachelor's degree in education, TESOL, or a related field. NH DOE ESOL Certification eligibility desired. Minimum of two years' experience working with students of similar age in an educational setting. Experience working with diverse student populations. Strong communication and interpersonal skills. Knowledge of the principles and methods of English language acquisition. Knowledge of research based instructional and assessment practices. Knowledge of child and adolescent development. Proficient with technology, including relevant software applications. Familiarity with special education practices and accommodations.

Job Goal: The English for Speakers of Other Languages (ESOL) tutor will provide support to eligible students in English language instruction and their content area coursework. The ESOL tutor will work collaboratively with the ESOL program coordinator/curriculum coordinator, school administration, staff, and classroom teachers to help English Language Learners (ELL) succeed in developing English language skills (i.e., speaking, listening, reading and writing) and in the general curriculum.

Reports to: ESOL Program Coordinator/Curriculum Coordinator or designee

Target population: ELLs at WIDA proficiency levels 1-4.5

Type of Position: 188 days **Wage:** Contract

Hours per week: Varies

DUTIES AND RESPONSIBILITIES:

- Support the literacy needs of EL students following the guidance of ESOL specialists and Curriculum team.
- Plan and/or follow lessons and instruct students consistent with the principles and methods of English language acquisition. Instruction should focus on English language acquisition learning goals based on WIDA proficiency scales and on providing content-area support, as outlined by NH DOE minimum requirements and HSD administrative guidance.
- Implement individual and small group instructional routines under the guidance of the ESOL program coordinator/Curriculum Coordinator.
- Utilize a variety of intervention, engagement, and cognitive strategies to foster English language development including preparing students for the type of listening, speaking, reading and writing skills required to help them learn from and communicate with classroom teachers, and to be productive members of class, school and society.
- Administer formal and informal assessments to measure student progress and proficiency in English and to apply the results to instruction.
- Communicate with other ESOL teachers, classroom teachers, staff and administration to discuss and address student progress and needs.

- Apply an awareness of other academic fields and a reasonable and responsible attitude toward educating the whole child.
- Apply an understanding of how students learn and develop cognitive, linguistic, creative, social, emotional, and physical skills, and collaborates with other faculty and staff to meet individual student needs.
- Implement classroom/behavior management strategies to promote a positive learning environment; demonstrate an ability to effectively manage situations encountered in the performance of duties while exhibiting the proper respect for the dignity and worth of everyone involved.
- Maintain accurate records of students (i.e., attendance, punctuality, work/assignments, progress/proficiency) and maintain appropriate documentation of services rendered.
- Maintain confidentiality of information and comply with all Hinsdale School District policies and procedures.
- Perform all duties professionally and appropriately while interacting with students, parents, faculty, administration, and co-workers.
- Perform other tasks and assume other responsibilities as assigned by their supervisor.

PHYSICAL ACTIVITY REQUIREMENTS (Frequently, Occasionally, Rarely):

PRIMARY PHYSICAL REQUIREMENTS

Lift up to 10 lbs: Frequently required
 Lift up to 25 lbs: Occasionally
 Lift 26 to 50 lbs: Rarely
 Lift over 50 lbs: Rarely
 Kneeling: Rarely
 CARRY up to 10 lbs: Frequently required
 CARRY 11 to 25 lbs: Occasionally
 CARRY 26 to 50 lbs: Rarely
 CARRY over 50 lbs: Rarely

REACH above shoulder height: Occasionally
 REACH at shoulder height: Frequently required
 REACH below shoulder height: Frequently required
 PUSH/PULL: Occasionally

OTHER PHYSICAL CONSIDERATIONS

Twisting: Occasionally
 Bending: Occasionally
 Crawling: Rarely
 Squatting: Rarely
 Crouching: Rarely
 Climbing: Rarely
 Balancing: Rarely

WORK SURFACES: (describe)

Composite desk
 Carpet/tile floors
 Computer keyboard/screen

DURING AN EIGHT HOUR DAY, EMPLOYEE IS REQUIRED TO:

Consecutive hours	Total Hours
Sit: 2	5
Stand: 1	2
Walk: 1	1

HAND MANIPULATION:

Grasping: Occasionally
Handing: Frequently required
Occasionally
Fingering: Frequently required

Environment: Inside: 98% Outside: 2%

Short Description: (Example: Work is performed inside and out of doors in an environment Which includes exposure to physical elements or a number of disagreeable working conditions.)

The physical demands of the duties described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COGNITIVE AND SENSORY REQUIREMENTS:

Talking: Necessary for communicating with others.
Hearing: Necessary for receiving information and instructions.
Sight: Necessary to do job effectively and correctly.
Tasting & Smelling: Smelling required to detect noxious fumes and odors.

SUMMARY OF OCCUPATIONAL EXPOSURES:

Bacterial and viral infections carried by children
Cleaning products

Special Conditions of Employment

All employees must pass a criminal history background check.

I have reviewed this job description and am in acceptance of its parameters.

Employee signature

Date

Human Resources signature

Date