



Job Title:	Teacher – Elementary
FTE:	Full-Time – 1.0 FTE
Date Prepared:	February 1, 2026
Implementation:	2026-27 School Year
Salary Scale:	Teacher - \$52,485 - \$78,460 min-mid annually
Work Year:	184 Contact Days/Year (1 Jul – 30 Jun)
FLSA Status:	EXEMPT
Benefits Eligible:	Yes, if scheduled for 30 or more hours per week
Reports To:	Assistant Director, then Executive Director
Direct Report(s):	None; provides feedback to supervisor of paraprofessional(s)

OVERVIEW:

The Teacher – Elementary is responsible for the delivery of specified course content and creating an environment with high standards in learning, creativity, and personal growth in accordance with each student’s abilities so that they can fulfill their potential for intellectual, emotional, and social-emotional growth. This person is responsible for organizing and implementing an instructional program that results in students achieving academic success in the context of the school’s mission, vision, and values.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Orient students to their coursework and communicate course requirements.
- Employ asynchronous and synchronous tools to supplement course content.
- Create and deliver live and recorded instructional sessions.
- Maintain regular office hours to provide students or parents one-on-one and small group support.
- Augment course content in the form of remediation, modification, and enrichment.
- Partner with special education staff to implement student's IEP's, ALP's and 504's.
- Set deadlines for student work and grant extensions as appropriate.
- Attend face-to-face meetings with students and parent/guardian, as scheduled, including guardian-teacher conferences.
- Grade student work, enter grades into an online gradebook within timelines outlined in school Instructional Model, and provide course grade based on adopted school scale.
- Communicate with parents as needed.
- Collaborate with other instructional staff.
- Administer school-wide and state assessments including MAP, CMAS in accordance with specific training.
- Attend (virtual and physical) and actively participate in all required staff meetings and professional development.
- Provides learning experiences and teaches using school-adopted curriculum and approved supplemental resources as provided in the scope and sequence guidelines.
- Develops and uses instructional material suitable for a wide range of learning styles.
- Provides individual and group instruction designed to meet individual needs.

- Establishes and maintains standards of student and classroom management required to achieve effective participation in all activities without interfering with the atmosphere of class.
- Evaluates academic and social growth of students and keeps appropriate records and assessment data.
- Provides appropriate instruction and activities for students to meet Excel Academy goals and objectives.
- Creates a positive educational climate for students to learn in.
- Manages student behavior in the classroom creating appropriate behavior strategies.
- Communicates with parents through a variety of means.
- Holds parent conferences twice a year and as needed to discuss individual student progress, develop student goals, and interpret the school curriculum and programs.
- Identifies student needs and cooperates with other professional staff members in assessing with helping students solve health and learning problems.
- Creates an effective environment for learning.
- Actively participates in planning, preparation and participation on content-related field studies.
- Serves as chaperone on field trips and occasional overnight extended field studies of 1-4 nights (<4%) as determined
- Maintains professional competence through embedded staff development activities provided by Excel Academy and/or professional growth activities and university courses.
- Participates cooperatively with the Executive Director and/or Assistant Director by which s/he will be evaluated as a part of the Excel Academy and Colorado State guidelines for licensed personnel.
- Selects and requisitions instructional materials; maintains inventory records and classroom cleanliness.
- Provide leadership to select extra-curricular school activities.
- Participate in all trainings, team meetings and faculty meetings.
- Follows all policy and procedure established by the Excel Academy Board of Directors and Administration.
- Assume an equal share of staff's joint housekeeping responsibilities with attention to keeping the environment ordered, clean, supplied and in good repair
- Participate in recommended training programs, educational conferences and other courses pertinent to professional growth.
- Maintain professional attitudes and behavior toward the school at all times, in both internal and external communications.
- Follow discipline procedures in accordance with school and district policies and as outlined in the Staff and Student and Family Handbooks.

REQUIREMENTS:

Experience:

Required:

- Successful experience working with elementary-age students.
- Experience with curriculum, assessment, staff development, and online learning.
- Experience with effective use of technology with teachers and/or students supporting educational technology initiatives.
- Awareness, understanding, and application of a school-adopted curriculum.

- Previous experience or current thinking about culturally responsive teaching that relates to achievement issues for all students.
- Demonstrated success using technology to ensure technological literate students.

Desired:

- A minimum of two years teaching experience is highly desired
- Prior experience and formal training in Restorative Practices highly desired
- Experience with Project-Based Learning, expeditionary learning or similar inquiry-based educational model preferred

Education and Training:

A bachelor’s degree from an accredited program is required, master’s degree in education or content area is desired.

Certificates, Licenses, or Registrations:

- One of the following pathways is required at the time of application:
 - Colorado Department of Education Teaching License in content area OR
 - Bachelor’s Degree or higher from an accredited program PLUS passing score on the Praxis Exam(s) as accepted by the Colorado Department of Education for the content area(s) assigned OR
 - In-Field Status as accepted by the Colorado Department of Education for the content area(s) assigned
- Completion of training required under the Colorado READ Act prior to first day with students for Elementary Teachers and all other positions listed with the Colorado Department of Education
- Current CPR, First Aid and AED certification required within 30 days of start

Knowledge, Skills and Abilities:

Must possess demonstrated skills in classroom and online implementation of best practices in instructional strategies, demonstrated success in working with learners, proficiency with Blackboard, Google Classroom and experience with leading online learning. Demonstrated leadership skills. Excellent verbal and written communication skills. Knowledge of standard school and district technology, ability to effectively and efficiently use for a variety of purposes and demonstrated success in using technology and information literacy in instruction. Willingness to learn new technology. Ability to help others make sense of and adjust to change. Must be flexible and have capacity for dealing with ambiguity. Willingness to work a flexible schedule. Must be able to manage multiple projects and meet deadlines. Demonstrated ability in interpreting assessment data collected from a variety of sources. Willingness to be a contributing member of the school.

Must possess understanding of Colorado Model Content Standards and Grade Level Expectations

- Experience using different formative and summative assessment protocols
- Understanding of best practices in education
- Ability to use proven research strategies in education
- Demonstrated experience in modeling, providing guided practice, and checking for understanding in students

- Ability to select a variety of activities and media to respond to the diversity of learning styles and needs of the students in the class.
- Use a variety of instructional strategies (e.g. direct instruction, cooperative learning, small group instruction, individualized instruction, inquiry) to engage students
- Understand subjects taught and shows how this knowledge is created, organized, linked to other disciplines, and applied to real world settings.
- Use a repertoire of assessment strategies to determine what students have and will learn
- Demonstrated experience in effectively solving challenging problems through a positive, collaborative approach
- Demonstrated initiative and skills in the following areas: relationship and community building, teachers as leaders, professional learning community model, effective communication, conflict resolution, creativity, problem solving, decision making and time management.
- Have excellent interpersonal, organizational, time management, follow-through, and oral and written communication skills
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources in an effective and timely manner, and demonstrating respect for others.
- Ability to work collaboratively with a team
- Be extremely flexible and able to work independently
- Accept responsibility and be self-motivated
- Is ethical and honest
- Be able to successfully analyze information, manage complexity, report results, enter data, and observe school and district policies as well as state and federal laws with attention to detail, confidentiality, and thoroughness
- Knowledgeable and comfortable working with technology and software programs, including MS Excel and Word and the Google suite
- Ability to maintain a high level of confidentiality with regard to employees, students, families and colleagues
- Ability to work effectively with school staff, District personnel, and vendors

SPAN OF CONTROL:

The physical requirements, mental requirements and work environment factors 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.

EQUIPMENT: Classroom materials, computer (desktop/laptop/tablet) and communications technology equipment including software, interactive whiteboard, office equipment (copy machine, fax, etc.), e-mail, and voice mail.

PHYSICAL DEMANDS: Must have sufficient vision and hearing (with corrective devices) to observe and supervise students, review documents, and respond to emergencies. While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel. Normal routine levels of sitting, climbing or balancing; and stooping, kneeling, crouching, and occasionally crawling. There may be above average levels of activity at times that cannot always be anticipated. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 50 pounds. Specific vision

abilities required by this job include distance vision, peripheral vision, depth perception, and ability to adjust focus. Must have sufficient mobility to be able to direct or lead students to safety in the event of an emergency or drill. There may be above average levels of activity at times that cannot always be anticipated. Ability to meet physical needs of students.

MENTAL FUNCTIONS: Ability to read and comprehend curriculum, policies and procedures, standards, benchmarks, behavior plans, educational plans, and implementation strategies. Ability to make sound decisions on a day-to-day basis on appropriate communication with students and colleagues on safety concerns, student performance metrics, and tasks to meet educational goals. Ability to evaluate and provide constructive feedback on both student performance and student behavior. Demonstrates mature judgement in exercising appropriate supervision and expectations of students. Ability to speak effectively before groups. While performing the duties of this job, the employee is regularly required to communicate and use interpersonal skills. The employee is frequently required to analyze, coordinate, compile, evaluate, synthesize, compute, instruct and negotiate. The employee is occasionally required to copy.

WORK ENVIRONMENT: Primarily working inside and around a K-8 school. Typical K-8 building contains classrooms, special education classrooms, offices, libraries, computer labs, science labs, bathrooms, storage areas, gymnasiums and kitchens. Outside areas include playgrounds, blacktop/concrete areas, parking lots, grassy areas, and access to open space. May be exposed to outside elements during activities such as carline duty, recess duty, drills, or field trips. The noise level in the work environment is moderate and may be noisy/chaotic at times. This employee is required to work in a variety of schools, office, playground and field trip destinations.

EQUAL EMPLOYMENT OPPORTUNITY: Excel Academy is committed to equal employment opportunity for all qualified persons without regard to race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, membership or non-membership in any organization, physical handicap, medical condition, or age, to the extent required by law. This applies to all employment practices including hiring, promotions, training, disciplinary action, termination, and benefits.