

**UNITED CEREBRAL PALSY ASSOCIATION
OF GREATER SACRAMENTO, INC.**

JOB DESCRIPTION

NAME OF EMPLOYEE (Last name first)

SOCIAL SECURITY NUMBER

Mr.
Mrs.
Ms.

POSITION: Saddle Pals' Instructor

PAY RATE:

WORK IS:

DATE OF HIRE _____

_____ Full-time
_____ Part-time
 X Hourly

DAYS & HOURS OF WORK

LENGTH OF LUNCH PERIOD _____

CLASSIFICATION: _____ Exempt X Non-exempt

BASIC FUNCTION:

Each Instructor is responsible for planning and conducting horseback riding lessons at an appropriate level for their given students while using positive teaching techniques, and providing written session reports for each student.

The Instructors' specific level of primary responsibility is dependant upon their current level of NARHA Instructor Certification. The following is NARHA's delineation of the expected abilities and responsibilities for each level of Instructor.

- **Registered Level NARHA Instructor**
The basic level of certification. A Registered Instructor is able to conduct a safe, basic equestrian lesson to individuals with disabilities.
 - **Advanced Level NARHA Instructor**
The second level of certification. An Advanced Instructor is knowledgeable in horsemanship and understands disabilities and their relationships to therapeutic riding. This instructor is able to conduct safe, challenging and therapeutically effective lessons to individuals with disabilities.
 - **Master Level NARHA Instructor**
The highest level of certification. A Master Instructor has a strong background in horsemanship and thorough knowledge of disabilities and their relationship to therapeutic riding. A Master Instructor has the ability to step into any instruction situation in the field of therapeutic riding and take charge effectively with support of the Center Board of Directors or the Center management. This instructor is also capable of training other therapeutic riding instructors.
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SUPERVISOR: Program Director(s)

QUALIFICATIONS 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.

Education and/or Experience

Registered Level Instructors: Have received a minimum of two years of formal riding instruction, and one year of teaching experience.

Advanced Level Instructors: Have received a minimum of three years of formal riding instruction, and two years of teaching experience.

Master Level Instructors: Have received a minimum of four years of formal riding instruction, and three years of teaching experience.

Must demonstrate riding and teaching abilities.

Has an interest in further studies in the field of therapeutic riding, equine studies, knowledge of disabilities, or any related fields.

Certification

- Must possess and maintain current status of CPR and First Aid Certification.
- Fingerprint clearance
- Must possess and maintain current status of NARHA Instructor Certification of at least the Registered Level.

Language Skills

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization. Able and willing to observe and demonstrate appropriate safety rules, and willing to follow Saddle Pals horse handling procedures at all times.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent.

Reasoning Ability

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills

To perform this job successfully, an individual should have knowledge of basic word processing, spreadsheet (including tables and graphs) and database software.

Physical Demands 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.

While performing the duties of this Job, the employee is regularly required to sit; use hands to handle, finger, or feel. Regularly required to talk and loudly project his/her voice. Regularly required to hear. The employee is frequently required to stand; walk and reach with hands and arms. The employee is regularly required to stoop, kneel, crouch, or crawl. The employee must regularly lift and /or move up to 75 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Physically capable of conducting hands-on training and work with horses and of meeting the strenuous physical demands necessary to perform all horse training and care activities. Is able to withstand the physical demands of mounting and dismounting students, working with horses, and teaching in an outdoor environment.

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.

While performing the duties of this Job, the employee is regularly exposed to horses of various temperments and levels of training. . The employee is regularly exposed to various degrees of movement while riding the horses. The employee is regularly exposed to outside weather conditions; extreme cold; extreme heatThe employee is occasionally exposed to wet and/or humid conditions. The noise level in the work environment is usually moderate. The employee may be exposed to unanticipated behavioral responses from the rider.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

Responsible for providing appropriate lesson plans to meet the needs of the students involved while promoting progression and independence.

Works with Program Director(s) in assigning appropriate horses, equipment, and volunteers for each individual student.

Responsible for any necessary arena set-up in order to carry out the lesson plan for the day.

Responsible for conducting safety inspections of all tack, equipment, props, student attire, and student headgear used in their lessons.

Conducts safe and appropriate mounts and dismounts of all students in their lessons.

Responsible for the continuous safety monitoring of the individual students, volunteers, horses, and the class as a whole during lesson time.

Provide written session reports for all students involved in their lessons at the end of each session in a timely manner.

Complete any additional paperwork regarding the students' progress that may be needed by UCP and/or Saddle Pals.

Attend all staff meetings.

Respond in a timely manner to any phone or voicemail messages addressed to them.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies :

Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations.

Project Management - Coordinates projects; Communicates changes and progress; Completes projects on time and budget.

Technical Skills - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

Customer*Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Responds to requests for service and assistance; Meets commitments. Customers include, but are not limited to: riders, volunteers, parents, vendors, horse owners

Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings, Is able to alter teaching strategies to meet the demands of various riders.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; Able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Cost Consciousness - Works within approved budget; Develops and implements cost saving measures; Conserves organizational resources.

Diversity - Demonstrates knowledge of EEO policy; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Organizational Support - Follows policies and procedures; Completes administrative tasks correctly and on time; Supports organization's goals and values.

Strategic Thinking - Develops strategies to achieve organizational goals; Understands organization's strengths & weaknesses; Adapts strategy to changing conditions.

Judgement - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Motivation - Sets and achieves challenging goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence.

Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Quality - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.

Quantity - Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.

Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions ; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals.; Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Asks for and offers help when needed.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.

LINE OF AUTHORITY:

For establishing policy: May recommend only

For incurring expenses: None

For personnel changes: None

I have read and do understand the Personnel Policies.

EMPLOYEE SIGNATURE

DATE

SUPERVISOR SIGNATURE

DATE

SUPERVISOR SIGNATURE

DATE

United Cerebral Palsy Association of Greater Sacramento, Inc., hires and promotes employees regardless of race, color, religion, ancestry, national origin, age (over 40 years), sex, marital status, medical condition, physical handicap, or veteran status.