

TITLE**Teacher – Special Education****QUALIFICATIONS**

1. Have a Valid Tennessee teaching license with appropriate endorsement(s);
2. Meet all applicable requirements of *Every Student Succeeds Act (ESSA)*;
3. Have strong written, verbal, presentation and interpersonal skills; and
4. Meet health and physical requirements.

JOB GOAL

To give specialized academic and personal training to students with disabilities

ESSENTIAL FUNCTIONS

1. Prepare lesson plans appropriate for the student according to the latest IEP - correlated to the latest curriculum and assessment information made available by the state, and then effectively use the lesson plans;
2. Use appropriate grade level, data-driven, research-based, teaching strategies to teach the most recent, appropriate curriculum standards;
3. Analyze any, and all, of the most recent, appropriate, formal state assessment results (Value-Added and TVAAS Teacher Effect, when applicable) as well as the latest system-and school-level Report Card, studying identified strengths and weaknesses, then make appropriate adjustments in the classroom. Looking closely at annual expectations for both performance and gap closure;
4. Serve as a positive and active participant in Professional Learning Community (at the school level and system level, when applicable).
5. Assess frequently students' comprehension and application of expected curriculum standards;
6. Take responsibility for students' mastery of applicable curriculum standards and significant academic growth;
7. Assume responsibility for the day-to-day operation of the classroom;
8. Plan curriculum and prepares lessons and other material, considering factors such as individual needs, abilities, learning levels, and physical limitations of the student;
9. Devise special teaching tools and techniques;
10. Evaluate student progress;
11. Establish appropriate standards of, and for, student behavior;
12. Counsel with students and their parents;
13. Administer appropriate assessments to evaluates students' progress, records results, and issues reports to inform parents of student's progress;
14. Keep accurate attendance records;
15. Maintain necessary records and complete the required paperwork in the required time frame.
16. Plan and lead appropriate IEP-Team meetings – be prepare, respond appropriately and professionally;
17. Participate in faculty and professional meetings, educational conferences, and teacher training workshops;
18. Assist in upholding and enforcing school rules, board policies, and administrative regulations;
19. Develop and maintains a classroom environment conducive to learning;
20. Report to the Principal when one knows or reasonably suspects that a child's health or welfare has been, or appears to have been harmed, as a result of abuse or neglect;
21. Represent the school and the community in a positive manner; and
22. Perform other work-related duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

TERMS OF EMPLOYMENT

The employee is expected to complete a ten-month or two hundred (200) day work year.

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.