

## **TEACHER - SPECIAL EDUCATION**

### **Purpose Statement**

The job of Teacher - Special Education was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group an individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Director of Special Education

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### **Functions**

- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquires from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

### **Essential Functions**

- Adapts classroom work, after collaborating with other teachers in inclusion classrooms, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administers, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective intervention program that addressing individual student requirements.
- Instruct students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.

- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings, including IEPs, Data team meetings, PLCs, and 504 meetings for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, IEPs, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, restraints, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state and federal laws and school board policies.

## **Other Functions**

- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

### **Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

**Experience** Job related experience is desired.

**Education** Bachelor's degree in job related area.

**Requirement**

This is a certified position.

**Certificates & Licenses**

Teachers Certification and/or License

**Continuing Educ./Training**

Maintain Licensure

**Clearances**

Criminal Justice Fingerprint/Background Clearance

**FLSA Status**

exempt

**Approval Date**

**Salary Grade**