

SPECIAL EDUCATION TEACHER

REPORTS TO: Special Education Director or Building Principal

ESSENTIAL FUNCTIONS:

Assists in development of Individualized Education Programs (IEPs).

Attends and participates in multidisciplinary treatment team meetings, IEP meetings, and other meetings as required.

Provides an appropriate educational program for each student.

Complies with Board policies, rules, regulations, and directives.

Instructs individuals and groups in special education skill areas.

Plans curriculum, lessons, and special education programs and teaching methods.

Monitors students' progress in and outside special education room.

Reports cases of suspected child abuse according to state law.

Maintains regular contact with parents of students.

Participates in faculty meetings, educational conferences, professional training seminars, and workshops.

Evaluates student progress based on work output and observation, determines goals, objectives, and directions.

Prepares report cards, educational records, IEP forms, classroom observation records, and other forms.

Consults with other professionals and teaching staff regarding progress of students and related educational matters.

Supervises students, classroom aides, and volunteers.

Only minimum duties are listed. Other functions may be required as given or assigned.

SUPERVISORY FUNCTIONS:

Supervises students and aides.

DESIRED MINIMUM QUALIFICATIONS:

Valid Teaching Certificate with special education endorsements.

Demonstrates an understanding of child and adolescent developmental issues.

Ability to relate to and work with children and/or adolescents.

Ability to write reports and business correspondence.

Ability to effectively present information and respond to questions from students, parents, staff, and the community.

Ability to handle stressful situations.

Ability to maintain confidentiality of employment and student matters.

Ability to effectively manage time and responsibilities.

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EQUIPMENT USED:

Computer, calculator, copier, telephone/voice mail, fax, wheelchairs and other special needs equipment..

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with severe time constraints and is required to work in a stressful environment. The employee is directly responsible for the safety, well-being, and work output of students.

The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to sit, walk, and stand; travel from building to other sites; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. May be required to lift or move up to 20 pounds.

MENTAL/MOTOR DEMANDS:

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

The physical demands, work-environment characteristics, and mental/motor demands described within this job description 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.

History

Approved on: June 9, 2010

Revised on: