

Job Title: Behavior Special Education Teacher
Reports to: Principal
Dept./School: Campus(es) as Assigned

Exemption Status/Test: Exempt/Professional
Date Revised: Thursday, April 30, 2026

Primary Purpose:

Provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth from a Behavior Unit. Develop or modify curricula and prepare lessons and other instructional materials to align with students' ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned.

Qualifications:

Education/Certification:

- Bachelor's degree from an accredited college or university
- Valid Texas School Teacher Certificate

Special Knowledge/Skills:

- Knowledge of the special needs of students in the assigned area
- Knowledge of the Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation
- Knowledge of how to adapt curriculum and instruction for special education needs
- Ability to develop and deliver training to adult learners
- Strong organizational, communication, and interpersonal skills
- Effective communication skills

Experience:

Student teaching, approved internship, or related work experience
Three (3) years of experience as a special education teacher

Major Responsibilities and Duties:

Instructional Strategies

1. Collaborate with students, parents, and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
2. Collaborate with administrators and teachers to design and develop research-based behavioral intervention plans (BIPs), provide support to instructional staff in implementing BIPs, and classroom management strategies.
3. Monitor the effectiveness of behavior intervention plans and recommend changes as needed.
4. Implement an instructional, therapeutic, or skill-development program for assigned students and provide written evidence of preparation, as required.



5. Conduct assessments of student learning styles. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
6. Present subject matter effectively and according to guidelines established by IEP. Employ a variety of instructional techniques and media, including technology, to meet the needs and capabilities of each student assigned
7. Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
8. Participate in ARD Committee meetings on a regular basis.
9. Manage student behavior and administer discipline, including intervening in crisis situations and physically restraining students as necessary according to the IEP.
10. Develop and maintain effective behavioral management and intervention techniques with individual and/or groups of students and provide assistance in meeting educational, occupational, and personal needs.
11. Participate in campus problem-solving processes, including student support meetings, staffings, and multidisciplinary team discussions, to address identified academic and behavioral concerns and develop targeted interventions for students.
12. Conference with parents, administrators, and teachers concerning school and student issues.

Student Growth and Development

1. Conduct ongoing assessments of student achievement through formal and informal testing.
2. Provide or supervise personal care, medical care, and feeding of students as stated in the IEP.
3. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
4. Consult district and outside resource people regarding the education, social, medical, and personal needs of students.

Classroom Management and Organization

1. Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
2. Identify staff development needs, develop and present training, and coach campus personnel to continually develop and enhance behavioral assessment and intervention skills.
3. Manage student behavior and administer discipline, including intervening in crisis situations and physically restraining students as necessary according to the IEP.



4. Consult with classroom teachers regarding management of student behavior according to the IEP.
5. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
6. Plan and assign the work of teacher aide(s) and volunteer(s), and oversee completion.

Other

1. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
2. Maintain professional relationships with parents, students, and colleagues.
3. Participate in staff development activities to improve job-related skills.
4. Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
5. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
6. Attend and participate in faculty meetings and serve on staff committees as required.
7. May serve on campus behavioral threat assessment and safe and supportive schools team.
8. Follow district safety protocols and emergency procedures.

Supervisory Responsibilities:

Direct the work of instructional aide(s).

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment, including a personal computer and peripherals

Posture: Prolonged sitting and standing; occasional bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: May require regular heavy lifting and carrying (45lbs. or more) and positioning of students with physical disabilities, control behavior through physical restraint, assist non-ambulatory students, and lift and move adaptive and other classroom equipment; may work prolonged or irregular hours

Environment: Work inside, may work outside, exposure to biological hazards

Mental Demands: Maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.



Job Description

SPED Teacher

Supervisor: _____ Date _____

Employee: _____ Date _____

