

BURLINGTON COMMUNITY SCHOOL DISTRICT
POSITION DESCRIPTION AND SPECIFICATIONS

Position Title: Special Education Teacher

FLSA Status: Non-exempt

Reports to: Principal

Hours: 8 hours

Days: 187

QUALIFICATIONS

Requires the following (or equivalent qualifications):

- Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Ed. D., or Ph. D., degree in an appropriate teaching area
- Valid State of Iowa Teacher Certification with proper endorsement or ability to obtain temporary certification

POSITION PURPOSE

To assist students in the learning process so they will master subject matter and skills that will contribute to their development. To lead students toward the fulfillment of their potential for intellectual, emotional, psychological growth and maturation.

PERFORMANCE ACCOUNTABILITIES

Maintain strict confidentiality and abide by professional ethics.

Perform all duties expected of a teacher in a courteous and pleasant manner, being prompt and timely in completion of duties, attending to details accurately and efficiently.

Meet and instruct assigned classes in the locations and at the times designed. Make maximum use of instructional time.

Teach the adopted curriculum in an effective manner, making accommodations as necessary for individual differences and uses up-to-date teaching methodology.

Develop lesson plans and instructional materials to provide individualized, small group, and large group instruction, consistent with district expectations taking into account standards and benchmarks.

Participate in curriculum development committees, participates on faculty committees, and performs as a productive member of the school community.

Provide a classroom environment which reflects the racial/cultural diversity of today and allows students to grow to their fullest. Allow students to understand that roles are open to all members in today's society.

Establish and maintain standards of pupil behavior necessary to provide a productive learning environment.

Create and maintain an environment for effective instruction.

Demonstrate knowledge of content of teaching assignment.

Display a caring attitude toward and has high expectations for all pupils regardless of race, sex, disability, or national origin.

Establish high expectations that enable students to achieve at a level of excellence.

PERFORMANCE ACCOUNTABILITIES (Special Education Teacher continued)

Identify student needs and cooperate with other professional staff members in helping pupils solve academic, social, physical and emotional problems.

Provide opportunities for appropriate enrichment for students.

Evaluate pupils' academic, social, emotional, and physical growth, keeps appropriate records and prepares progress reports.

Communicate formally and informally with parents through conferences, report cards, written report, phone contact, and other means.

Make provisions for being available to students and parents for educational-related purposes outside of the instructional day when required or requested to do so.

Requisition the necessary instructional materials at the proper time to carry out the effective program and utilizes district resources as appropriate.

Show evidence of short and long range planning for curriculum and other student related activities.

Work cooperatively with others in the school community.

Maintain professional competence through professional growth activities.

Supervise pupils in out-of-classroom activities during the school day, and at other school-approved events.

Maintain appropriate IEP (Individualized Educational Program) reports; meet with parents and other staff to update as necessary.

Follow the directives of the O.T. or P.T. to assist students with physical disabilities with range of motion activities and other recommendation concerning the individual student.

Adhere to all federal, state, and local educational laws, including Board Policy, Administrative Regulations, and handbooks as developed by the district.

Perform other such duties as assigned.

SKILLS AND ABILITIES

Excellent human relations skills. Has necessary verbal and written communication skills, including ability to make presentations. Excellent organizational, analytical and problem-solving skills. Proven skills such as planning, organizing, and coordinating. Ability to relate positively with students, staff, parents and the public. Ability to effectively monitor, evaluate and develop students. Demonstrated leadership skills and a desire to lead.

PHYSICAL, MENTAL, AND VISUAL EFFORT

Continuous speaking, hearing, and visual effort. Frequent walking, sitting, standing and reaching. Occasional climbing. High degree of concentration requiring continuous and often intense mental and visual attention. Numerous irregularities, complicated and complex tasks are involved. Must have the ability to lift fifty or more pounds on a repetitive basis and perform the exercise with students recommended by an O.T. or P.T. Mobility required.

WORKING CONDITIONS

Work is primarily performed in a classroom setting, may include playground supervision and working with students in other settings. Occasionally exposed to dust, noise, odors, and other irritants. Stress associated with work pace and pressure. Work involves regular hours and days as set forth by the Board approved calendar. Some travel may be required. Exposed to hazards of the road when traveling.

DISCLAIMER CLAUSE

I have read and understand the information contained in the Position Description and Specifications. I further understand that this Position Description and Specifications is not intended and should not be construed as an exhaustive list of all the responsibilities, skills, efforts, or working conditions associated with this position. I may be required to perform additional tasks necessary to meet district objectives. This Position Description is intended to be an accurate reflection of the principal job elements essential for making fair decisions.

Employee Signature

Date

Supervisor Signature

Date