

**BELLMAWR SCHOOL DISTRICT
JOB DESCRIPTION**

TITLE: Middle School Special Education (Inclusion Teacher)

QUALIFICATIONS:

1. Valid New Jersey Teaching Certification: Students with Disabilities (2475) and or Teacher of the Handicapped (2470) and Elementary Teacher Grades K-6 (1001) CE, CEAS, or Standard Certification.
2. Demonstrates strong skills in the areas of evidence-based instructional strategies and tiered interventions.
3. Experience with co-teaching models and differentiated instruction
4. Knowledge of IDEA, IEP development, and compliance requirements
5. Experience with functional behavior assessments (FBA) and behavior intervention plans (BIP)
6. Experience with integrating Social and Emotional Learning/PBSIS
7. Strong verbal and written communication skills.
8. Required criminal history background check and proof of U.S. citizenship.
9. Pass a physical examination in accordance with statute and board policy.

REPORTS TO: Building Principal

POSITION GOALS:

The Special Education Inclusion Teacher supports students with disabilities in accessing the general education curriculum through meaningful collaboration, differentiated instruction, and the faithful implementation of Individualized Education Programs (IEPs). Working alongside general education teachers through co-teaching models, this role fosters an inclusive, equitable learning environment where all students receive the academic accommodations, services, and support necessary to grow and succeed.

PERFORMANCE RESPONSIBILITIES:

Deliver direct instruction using a variety of co-teaching models and differentiated instructional strategies alongside the lead Co-Teacher, adjusting approaches to meet the diverse academic needs of all students.

Design and apply appropriate accommodations and modifications to curriculum, lessons, and the learning environment to ensure all students can fully access and benefit from instruction.

Create engaging, differentiated lessons and classroom activities that address varied learning profiles and promote meaningful academic participation.

Set high, appropriate expectations for all students; differentiate assessments in alignment with individual student plans, including the development of alternative assessments as needed

Develop, implement, and maintain Individualized Education Programs (IEPs) in full compliance with federal regulations (IDEA) and all applicable state policies governing special education.

Generate measurable goals and objectives directly tied to identified student needs, in collaboration with multidisciplinary support staff.

Prepare written reports and updates on students' current levels of performance as required for the IEP process.

Conduct formal and informal assessments to monitor student progress and inform a comprehensive, individualized learning program.

Facilitate ongoing data collection and analysis to monitor progress; collaborate with educational teams to develop functional behavior assessments and relevant interventions for students experiencing behavioral concerns.

Participate in collaborative grade-level meetings to analyze and utilize assessment data to improve instructional planning and student achievement.

Meet regularly with instructional coaches and/or principal to review benchmarks and data points, assessing student progress toward established instructional goals.

Collaborate effectively with grade-level teams, co-teachers, instructional support staff, and specialists to align instruction with curriculum standards and share student progress data.

Work closely with a multidisciplinary team, including behavioralists, speech therapists, occupational therapists, and physical therapists, to provide integrated, collaborative instruction.

Collaborate with colleagues of diverse backgrounds on pedagogical approaches, curricular alignment, and instructional strategies.

Attend PLC meetings and professional development trainings as directed by administration.

Build strong partnerships with families through regular communication, encouraging active participation in their child's education, and offering practical behavior strategies to support learning at home.

Perform other duties within the scope of employment and certification as assigned by administration under the authority of the Board of Education

TERMS OF EMPLOYMENT:

Ten months per year

Salary to be determined by the Board of Education negotiation process. The performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on the evaluation of certified staff.

APPROVED:

Board of Education Date: April 28, 2026