

Job Description

Blue Valley School District

Social Emotional Resource Teacher

Purpose Statement

The job of Social Emotional Resource Teacher is done for the purpose/s of providing a continuum of services to students with exceptional special needs, designated as emotionally disturbed.

Essential Functions

- Conducts assessments of student abilities and needs as needed to evaluate eligibility of services, and to monitor progress.
- Serves as a member of the IEP team to develop instructional goals and objectives and identify other services for the student.
- Develops lesson plans to instruct students and fulfill curriculum and/or individual educational plan (IEP) goals.
- Communicates with colleagues, students, and families on a regular basis.
- Provides parental education related to student needs, as well as training for paraprofessionals, staff, volunteers and other school district personnel as needed.
- Maintains accurate, complete and correct student records as required by laws, district policies and administrative regulations.

Other Functions

- Attends staff meetings and serves on staff committees, as required.
- Attends professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Performs other related duties as assigned.

Job Requirements: Minimum Qualifications **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: verbal and written communication; operating standard office equipment including using pertinent software applications, preparing and maintaining accurate records; and using district approved crisis intervention techniques.

KNOWLEDGE is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and /or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: assessment methods, techniques and tools for emotionally disturbed children; alternative means of communication for non-verbal students; instructional procedures and practices; stages of child development/behavior and learning styles; evidence-based practices to help children meet goals; age appropriate student activities; safety practices and procedures; conflict resolution; and crisis de-escalation techniques.

ABILITY is required to schedule activities and/or meetings; often gather, collate and/or classify data; and use job-related 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 job-related data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate.

Specific ability based competencies required to satisfactorily perform the functions of the job include: physically control a student of up to 100 pounds in order to restrain with assistance; adapting to changing work priorities; communicating with diverse groups; building effective relationships; maintaining confidentiality; preparing and maintaining accurate records; working individually and as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and /or methods; leading, guiding and/or coordinating others; utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and some fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Previous experience working directly with emotionally disturbed students preferred.

Education: Bachelor's degree in Education or related field.

Equivalency:

Required Testing**Certificates and Licenses**

Kansas Teaching Certification
Special Education Certification

Continuing Educ./ Training**Clearances**

Criminal Justice Fingerprint/Background Clearance
Kansas Certification of Health

FLSA Status

Exempt

Approval Date**Salary Grade**