

Department: Special Education Department
Title: **Content Teacher**
FLSA Status: Exempt
Reports to: Program Director
Salary: Scale

Purpose: Design and implement content and curriculum for special education programs in alignment with the Massachusetts Curriculum Frameworks via development of yearly, monthly, weekly, and/or daily lesson and unit plans.

Essential Functions:

- Develop and implement curriculum lessons and mini-units, assessing and modifying as designated in student IEPs.
- Provide content area instruction, integrating students' IEP goals and objectives, learning style information, accommodations and modifications as appropriate.
- Implement effective instructional strategies and research based curriculum, in accordance with the Standards and Indicators of Effective Teaching.
- Make available units and lessons to instructional staff assigned to individual content groups; provide oversight and guidance to instructional staff for successful implementation of lessons.
- Support and implement with fidelity all behavioral programming and protocols as designated by administration (i.e. token and incentive systems, therapeutic behavioral interventions and supports, nonviolent crisis intervention and de-escalation techniques, classroom management, etc.).
- Evaluate student coursework, assign grades, and track progress.
- Collaborate as appropriate, with special education program teachers in the development of content-related IEP objectives or goals.
- Provide progress reports to special education program teachers on content-related IEP goals and objectives as appropriate.
- Consult with, and incorporate feedback from special education program teachers and learning disabilities specialist while designing/planning units and lessons; and, as needed for ongoing modification.
- Lead content groups as designated by administration.
- Provide oversight to instructional staff in implementation of daily lesson plans.
- Maintain professional boundaries and standards with students and others, in keeping with CES and special education departmental policies and practices.
- Develop and maintain positive, constructive, and ongoing communication with program-based colleagues as needed to improve student outcomes.
- Work cooperatively and effectively both as a team member, as well as independently to complete assigned tasks; actively support the work of others on the team and elsewhere in the organization.
- Create classroom environment conducive to learning and that provides for the healthy development of all students.
- Be a positive role model for students and staff.
- Communicate with administrator(s) and teaching staff daily, and during regularly scheduled meetings.

Additional Responsibilities:

- Assist with emergency/crisis situations as directed, informing appropriate sources, obtaining assistance as needed, and filing appropriate documentation of same as requested.
- Maintain and complete all reports and paperwork as required and in accordance with your position and designated timelines (e.g. progress updates, student documentation, self evaluations, incident reports, timesheets, mileage/reimbursement, etc.).
- Utilize and maintain data as directed for all essential functions of the position.
- Use data to promote continuous improvement of job performance and program outcomes.
- Support, promote and uphold the policies of the agency and the special education department.
- Participate in and contribute as appropriate to professional development opportunities, and other trainings as designated; maintain a personal portfolio of professional development activities.
- Demonstrate dependability and reliability in all aspects of job function (e.g. arriving on time, carrying out tasks as assigned, communicating information, etc.).
- Development of competencies which support CES's social justice and equity principles.
- Engagement with and/or participation in the CES Social Justice and Equity Initiative.
- Assume any additional responsibilities as directed by Director of Special Education or designee.

Minimum Qualifications:

- Provisional license in content area.
- Bachelor's Degree in education or related field.
- Demonstrated student teaching, or related classroom experience.

Preferred Qualifications:

- Initial license in content area for grades being served.
- Education or experience working with students with learning, behavioral, and/or social emotional challenges.
- 7D License (or, willingness to pursue).
- Training in, or awareness of crisis intervention and de-escalation, CPR/First-Aid, and psychiatric management.

Physical Demands:

- Requires physical condition and mental stamina to endure job stress in the performance of duties, as well as periods of sitting or standing.
- May be asked to be part of the department's restraint-trained team.

Working Conditions:

- Requires the ability to maintain composure and professionalism in response to emotionally-laden, challenging, and/or offensive student behaviors, which may include verbal abuse or physical aggression.



- Requires adaptability and flexibility in meeting daily program needs, and may include reassignment based on program need and enrollment.
- Ability to handle interruptions and maintain productivity.

Terms of Employment:

- 185 days; 35 hours/week, Monday through Friday – school calendar September through June.
- Work hours are from 7:30 - 3:00; some after school hours will be required to meet the demands of the school and/or special education department.
- Full benefits package as outlined in Personnel Policy.

CES is an equal opportunity employer. We welcome candidates from all cultural, ethnic and racial backgrounds. Candidates whose backgrounds are well suited to understanding and addressing the need of the diverse student populations we serve are encouraged to apply.

Employee Signature

Date

DOCUMENT HISTORY		
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