Department: Special Education Department
Title: Content Teacher
FLSA Status: Exempt
Reports to: Assistant Director of Special Education
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.
- Ability to create curriculum and support teaching and learning through Google Classroom, Meet, and/or Zoom as well as other blended learning tools and software technologies.
- 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 behavioral management.

Physical Demands:
- Ability to multi-task and respond to demanding job duties with a positive mindset.
- Must be able to communicate and converse effectively in real time with youth and adults from multiple backgrounds and cultures.
- Must be able to enter, exit, and move through and between classrooms and/or program locations throughout the day. At some locations this may mean moving between floors.
- Must maintain situational awareness, including awareness of student activity and communication in fast-paced settings.
● Requires the ability to effectively handle job stress in the performance of duties.
● Ability to create curriculum and support teaching and learning through Google Classroom, Meet, and/or Zoom as well as other blended learning tools and software technologies
● Occasionally lift up to 50 lbs
● May be asked to be part of the department’s restraint-trained team.

Working Conditions:
● Ability to handle interruptions and maintain productivity.
● Ability to work with diverse personalities and populations.
● Skilled in working both independently and collaboratively.
● 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. Staff will be trained in nonviolent intervention and de-escalation techniques.
● Requires adaptability and flexibility in meeting daily program needs, and may include reassignment based on program need and enrollment.
● Employees expected to follow CES Workplace Safety Standards and required COVID-19 prevention and mitigation protocols. Expectations require completing a daily health screening, wearing a mask, using gloves when cleaning, attention to social distancing guidelines, and complying with hygiene standards.
● Students with health care needs may need constant monitoring and specific protocols; staff will be trained in areas as needed by HEC Academy or host program (as applicable).

Terms of Employment:
● 185 days; 35 hours/week, Monday through Friday – per the school calendar
● Work hours are from 8:30 AM - 4:30 PM; some after school hours will be expected and 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 needs of the diverse student populations we serve are encouraged to apply.