

DISTRICT 112 – THE SCHOOLS OF EASTERN CARVER COUNTY

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Special Education Support Teacher (TOSA)</i>	Department / Building: <i>Specialized Education</i>
Reports to: <i>Executive Director of Special Education</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: <i>C-5-2 TOSA Classification</i>	Bargaining/Work Unit: <i>CEA</i>
Position Last Updated: <i>1/29/2026</i>	Next Position Description Update:

SECTION II: JOB SUMMARY

The SpEd Support Teacher (Teacher on Special Assignment) provides short-term instructional and programmatic support to ensure continuity of special education services across the district. This role serves as an internal substitute and instructional support, primarily covering for special education teachers' due process days, enabling staff participation in professional development, and planned and unplanned absences. The position requires flexibility, strong instructional practice, and deep knowledge of special education procedures.

This Teacher on Special Assignment (TOSA) position is a two-year, temporary assignment that supports district and building initiatives outside of a traditional classroom role. The selected candidate remains a licensed teacher within the bargaining unit and continues under the terms of the teacher contract. The assignment does not guarantee continuation beyond the two-year term; however, teachers in the position may reapply for additional terms. At the end of the assignment, the employee returns to a teaching or licensed position for which they are qualified, based on district needs and contract provisions.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility:
Percent of Time:	70	<i>Instructional Coverage and Student Support</i>
<p>Tasks involved in fulfilling the above duty/responsibility:</p> <ul style="list-style-type: none"> Provide direct instruction and supervision for students with IEPs during special education teacher absences. Implement lesson plans, schedules, accommodations, and modifications as designed by the assigned special education teacher. Maintain continuity of instruction, routines, and behavioral expectations. Support students across disability areas and grade levels as assigned. When not providing instruction, seek ways in which to help and support teachers at the current building site. Support teachers in comprehensive initial and reevaluations, for example, researching and writing background information for file review sections. 		

Duty/Responsibility No:	2	Statement of duty/responsibility:
Percent of Time:	10	<i>Assignment Responsiveness and Flexibility</i>

Tasks involved in fulfilling the above duty/responsibility:

- Monitor the SpEd Support assignment calendar and effectively communicate with the administrative assistant coordinating the schedule for future assignments and last-minute changes.
- Serve as district-wide instructional coverage based on identified priorities and needs.
- Report to assigned locations as scheduled or to a home-based building when not pre-assigned.
- Accept same-day or short-notice assignments as directed by Specialized Education leadership.
- Adjust quickly to changing schedules, settings, and student needs.
- Follow the sub plans set forth by the teacher to maintain consistency and instructional demands.
- When substitute plans are incomplete or unavailable, use district resources, curriculum materials, and professional judgment to design and deliver high-quality replacement lessons and instructional activities.

Duty/Responsibility No:	3	Statement of duty/responsibility:
Percent of Time:	10	<i>Collaboration and Communication</i>

Tasks involved in fulfilling the above duty/responsibility:

- Communicate effectively with special education coordinators, supervisors, building administrators, and support staff.
- Connect with the front office staff, building principal, assistant principal, and/or dean of the assigned building to ensure they are aware of sub coverage for the day.
- Review sub plans, student documentation, and schedules before and during assignments.
- Partner with paraprofessionals, related service providers, and general education staff to support students.
- Provide feedback or relevant notes to the teacher or coordinator, as appropriate.

Duty/Responsibility No:	4	Statement of duty/responsibility:
Percent of Time:	10	<i>Professional Responsibilities</i>

Tasks involved in fulfilling the above duty/responsibility:

- Maintain accurate student and assignment records.
- Follow all district, state, and federal special education requirements, including due process expectations.
- Demonstrate professionalism, confidentiality, and ethical practice.
- Participate in required trainings and professional learning related to special education services.
- Participate in weekly Child Study Team meetings at the assigned building or homebase building to the extent possible, given schedules.

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Strong knowledge of special education instruction, compliance, and service delivery.
- Ability to work effectively across multiple programs, buildings, and teams.
- Skill in adapting instruction to meet diverse student needs.
- Strong organizational, problem-solving, and time-management skills.
- Clear oral and written communication skills.
- Ability to build rapport quickly with students and staff.
- Proficiency with district technology systems, including Outlook, Infinite Campus, Google tools, and Skyward.
- Able to demonstrate full compliance with the standards within one's own current due process.
- Knowledge of state and federal law related to special education.
- Knowledge of Minnesota Academic Standards.
- Attention to detail
- Organization skills
- Effective communication and human relations skills
- Expertise in facilitating effective meetings, providing results-oriented staff development, promoting collaborative team processes, and coaching teams through conflict
- Gaining consensus in groups and among various audiences
- Problem-solving and development of solutions
- Confidentiality rights of students
- Ability to positively collaborate directly with district and building administration in order to plan, organize
- Ability to establish productive relationships
- Leadership and initiative
- Positive interpersonal skills with individuals, teams, and groups (educators, specialists, administrators and support staff)
- Works collaboratively with various groups within the school and in the community
- Ability to lead effective meetings
- Demonstrates personal dependability
- Prompt and regular attendance
- Ability to prioritize tasks

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Minnesota Department of Education (MDE) licensure in Special Education (any disability area), matched to district needs.

SECTION VI: EXPERIENCE REQUIREMENTS

- Successful experience as a special education teacher is preferred.
- Experience working across multiple programs, grade levels, or disability areas preferred.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- Commitment to the district mission of ensuring high-quality, inclusive education for all learners.
- Demonstrated collaboration, flexibility, and service-oriented mindset.
- Strong advocacy for students with disabilities.
- Alignment with district values related to learning, environment, and resource stewardship.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

• Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)			
Demands		Demands	Demands
Physical		Lifting/Carrying	Exposure to Environ. Conditions
Standing		Up to 10 pounds	Possible exposure to blood-borne pathogens through blood and/or body fluids
Walking		Up to 25 pounds	
Sitting		Up to 50 pounds	
Talking in person/on the phone		Up to 75 pounds	Toxic chemicals
Pushing/Pulling		Up to 100 pounds	Moving parts
Hearing		More than 100 pounds	Electrical shock risk
Feeling, grasping, finger dexterity		Noise Levels	Explosives
Climbing, balancing		Quiet (i.e. private office)	Fumes
Stooping (bend at waist)		Moderate noise (i.e. business office with typewriters/ printers, light traffic)	Extreme cold (non-weather)
Crouching, crawling, kneeling, Squatting			Extreme heat (non-weather)
Stretching/reaching with hands & Arms		Loud noise (i.e. many children laughing & playing, large earth moving equipment)	Varying weather conditions
Distinguishing smell		Very loud noise (i.e. jack hammer, front row rock concert)	Sight
Distinguishing temperature			Vision for close work/ability to adjust focus
Traveling by automobile			Looking at computer monitor
			Color vision (identify & distinguish colors)
			Peripheral, depth perception

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.