

**JOB TITLE:** Learning Disabilities Teacher/Consultant

**REPORTS TO:** The Principal and Director of Special Services

**SUPERVISES:** Students

**NATURE AND SCOPE OF JOB:**

Provides a full range of services in the identification and diagnosis of perceptual and learning disabilities, and in the prescription and delivery of appropriate educational services and programs. Responsibilities include serving as a member of the Child Study Team in the evaluation and diagnosis of learning disabilities. The Learning Disabilities Teacher/Consultant (LDTC) is primarily a teacher and consultant, assisting the instructional staff with providing and adjusting the most effective learning experiences for students who have special learning needs. Having earned a reputation as an excellent teacher and the respect of colleagues, the LDTC works with the instructional staff in understanding the needs of students with disabilities and recommending and demonstrating the techniques, strategies, and materials needed to assist the student with learning and experiencing success in the school.

**QUALIFICATIONS:**

The Learning Disabilities Teacher/Consultant shall:

1. Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:26-2 *et. seq.* and 27-2, and N.J.A.C. Title 6 Chapter 11, with a learning disabilities teacher-consultant endorsement (N.J.A.C. 6:11-11.13) and other appropriate endorsements in accordance with the requirements of (N.J.A.C. 6:11-10.1 *et. seq.*).
2. Have experience in teaching and working with children and adolescents.
3. Have integrity and demonstrate good moral character.
4. Demonstrate knowledge and understanding of child growth and development, learning assessment and diagnosis, the needs and demands of the classroom professional, and research related to learning, instructional strategies, and classroom management.
5. Demonstrate an understanding of current rules and regulations regarding Child Study Teams and special education assessment and program requirements.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
8. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
9. Provide proof of U.S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or during the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:29-7.4.

**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Learning Disabilities Teacher/Consultant shall:

1. Provide comprehensive educational evaluation services as a member of The Child Study Team and the Intervention and Referral Services (I&RS) in the assessment of, educational planning for,

monitoring of, and re-evaluation of students in need of special services, in accordance with all applicable federal, state and local codes and regulations.

2. Use observation, conferences with the instructional staff, and various assessment techniques to make diagnostic evaluations of individual students in terms of academic performance and learning characteristics in order to identify and diagnose learning strengths and difficulties and perceptual problems which manifest themselves in the school setting. (N.J.A.C. 6:28-3.4 *et seq.*) Share findings in writing and orally with appropriate staff and family so that effective interventions and programs are provided.
3. Prepare, with other Child Study Team members, teachers, and parents, an Individualized Education Program (IEP) for each identified student, monitor the Plan's implementation, and participate in the annual review.
4. Monitor and evaluate the educational program of students with special learning needs, both in and out of district, through observations, review of school records, staff conferences and written observation reports to determine whether the present educational program is the one best suited for the students' development and make recommendations for change where indicated.
5. Serve as the liaison between the student and other professionals providing services (e.g., other members of the Child Study Team, guidance personnel, administrators, teachers, specialists, and medical personnel) to provide effective communications and a coordinated educational program for the student.
6. Assist the instructional staff through conferences, consultations, observations, and demonstrations with classroom organization and the implementation of effective instructional strategies and materials for all students in general and for students with special learning needs in particular.
7. Serve as a consultant to the Principal and instructional staff in matters concerning identification of learning needs and curriculum development so that effective programs and experiences are provided for all students. Recommend policies and procedures that promote student responsibility and a rigorous, supportive academic school environment.
8. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of other school districts and agencies within the community.
9. Assist with group testing programs for measuring the aptitudes, achievement, and interests of students, and assist the instructional staff in interpretation of the findings so that programs are developed or modified to meet the needs of students.
10. Provide academic counseling in individual and group settings for students, parents, and personnel who work with the student(s).
11. Initiate, conduct, and assist in the design of surveys and research which have implications for the school program and academic climate for learning.
12. Visit pupil homes when appropriate or upon request of the principal.
13. Attend required staff meetings and serve, as appropriate, on staff committees.
14. Participate in faculty, school, parent, and community meetings and programs, sharing observations, issues and resources available.
15. Conduct or provide staff development sessions and educational programs for parents to promote an understanding of learning concepts and to increase competency in dealing with problems in learning, behavior, and adjustment.
16. Complete in a timely fashion all records and reports as required by law and regulation or requested by supervisors.
17. Advise immediately appropriate school personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
18. Summarize, interpret, and disseminate current developments in learning theory and the educational performance of students through reading of professional journals, participation in professional development, and involvement in professional organizations.

19. Operate electronic and other equipment needed to carry out job functions and responsibilities.
20. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
21. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
22. Assist with extra curricular activities, supporting the total program of the school. Attend student events to demonstrate genuine interest in the life of the students.
23. Perform any duties that are within the scope of employment and certifications, as assigned by Principal or Director of Special Services and not otherwise prohibited by law or regulation.
24. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

**EVALUATION CRITERIA:**

The holder of the position of Learning Disabilities Teacher/Consultant shall be evaluated by the Principal Assistant Principal, and/or Director of Special Services in accordance with Policy No. 3221, Regulation No. 3221, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: June 24, 1997

Revised: 14 April 2004

Revised: July 25, 2023