



# Job Description

Francis Howell School District

## Teacher - Special Education

### Purpose Statement

The job of Teacher - Special Education is done for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress

This Job reports to Assigned Supervisor

### Essential Functions

- Adapts classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, eligibility reports, etc. for the purpose of assessing student competency levels and/or developing individual learning plans, and reporting results to parents/guardians.
- Administers under supervision, first aid and assistance to medically fragile children, as needed, (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating initial special education identification, processes, and expectations; student's achievements, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Conducts IEP/Evaluation meetings for the purpose of following legal and federal requirements to ensure proper instruction, and informing parents.
- Creates individualized educational plans (IEPs) for specific students, within state and building timelines, for the purpose of following legal and federal requirements to ensure proper instruction.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Directs para professionals, student teachers, instructional assistants, volunteers and/or related service providers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.

- Maintains a clean learning environment for the purpose of ensuring a safe learning environment.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment, and evaluating skills and educational support needs.
- Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, IEPs, etc.) for the purpose of documenting student progress and meeting mandated requirements including IEP progress reports.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to school policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

### **Other Functions**

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; behavioral management strategies; and IDEA and FAPE as it relates to special education.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

#### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units is often 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:

occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 15% sitting, 35% walking, 50% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Masters degree in job-related area.

**Required Testing**

None Specified

**Certificates and Licenses**

Designated Subject Matter Endorsement as needed  
Teaching Credential

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

None Specified

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

**Revised Date**

Empowering students to be lifelong learners prepared for the future.