

Hillsboro-Deering School District Job Description



MIDDLE SCHOOL SPECIAL EDUCATION TEACHER/CASEMANAGER

Title: SPECIAL EDUCATION TEACHER/CASEMANAGER MIDDLE SCHOOL

Minimum Qualifications:

1. Minimum of bachelor's degree in from an accredited college or university
2. New Hampshire certification or NHED statement of eligibility to hold NH Special Education Certification.
3. Experience working with students with educational disabilities.

Desired Attributes:

1. Strong communication and collaboration skills to effectively work with students, parents, other teachers and specialists.
2. Strong organizational skills to keep up with multiple responsibilities, including developing individualized education plans (IEPs), coordinating with other professionals and maintaining detailed records.
3. Understanding of special education laws and best practices to be able to advocate for students and ensure they receive the services and accommodations they require.
4. Ability to provide differentiated instruction and implement evidence-based strategies for students across areas of educational disabilities.
5. Demonstrate patience, resourcefulness, and resilience in addressing the challenges associated with special education.

Reports To: Building Principal, Special Education Coordinator, and/or Director of Student Support Services.

Supervises: N/A

Job Goal: The Middle School Special Education Teacher/Casemanager will work in partnership with the Middle School Leadership and Special Education Teams to address the Priority Areas and Goals of the SAU 34 Strategic Plan in order to meet the unique needs of middle school students by completing the performance responsibilities listed below:

SAU 34 Strategic Plan Priority Areas:

Student Success:

- SAU 34 is committed to preparing students for success in postsecondary education and the workforce by providing every student with a high-quality education rooted in purpose, self-determination, meaningful relationships, and regular feedback.

- Students will develop critical academic skills and the key competencies outlined in our Portrait of a Graduate: adaptive perseverance, responsibility, a learner’s mindset, global citizenship, communication, critical thinking, and collaboration.

Culture:

- SAU 34 fosters a responsive and high achieving culture by prioritizing a welcoming, positive environment, grounded in the tenets of the Portrait of a Graduate.
- This environment allows students and staff to feel physically, psychologically, and emotionally safe, supported, connected, and empowered with a strong sense of purpose.

Learning Environments:

- SAU #34’s physical environment and resources for learning have a direct impact on student success and culture, reflecting the community’s values.
- SAU #34 will provide and maintain future focused facilities that support high quality and diverse educational opportunities for every student.

Performance Responsibilities:

Specialized Instruction:

- Develop and implement tailored lesson plans that accommodate the diverse learning styles and abilities of students with educational disabilities, providing individualized and small-group instruction to address their academic, functional and developmental needs.
- Guide the learning process toward the achievement of state standards and IEP goals, establish clear objectives for all lessons, units, projects and the like, and develop classroom routines that actively engage students in their learning. Show written evidence of preparation upon request of immediate supervisor.
- Demonstrate an understanding of best practices regarding instruction, assessment and curriculum development; know or have the willingness to learn a variety of specialized instruction programs.
- Provide direct services and plan lessons that employ a variety of instructional techniques, and create an environment that is conducive to learning and appropriate to the maturity, needs and interests of the students. ● Utilize technology with proficiency for professional use and assistive technology to support student achievement.

IEP Case Management:

- Possess knowledge of State and Federal special education regulations and timelines and maintains compliance for student files in the special education office as well as in the NHSEIS system as required by law, district policy and administration regulations.
- Follow confidentiality policies and procedures regarding students, parents/guardians, and fellow staff members.
- Ensure all required documents are prepared prior to special education meetings and conduct IEP meetings inclusive of all team members to develop a comprehensive and compliant IEP to meet the specific needs of the student.
- Ensure all services and accommodations outlined in the IEP are implemented. This includes collaborating with general education teachers and other support staff to monitor student progress.
- Exhibit appropriate and professional interaction skills when communicating, consulting and collaborating with students, teachers, parents/guardians regarding student progress and needs, accommodations and modifications. ● Demonstrate well-developed communication skills including clarity in the oral and written presentation of ideas, as well as demonstrating effective listening skills.
- Respond as soon as possible, but no later than 48 hours to parent, teacher, staff, administrative inquiries via email, phone or in person.
- Provide direction to support staff working with students assisting in the classroom.

Assessment and Documentation:

- Regularly assess and document student progress towards IEP goals, adjusting instruction and strategies as necessary.
- Prepare and maintain accurate records of student performance, behaviors and any changes in the provision of services.
- Demonstrate the ability to use a variety of assessment tools and progress monitoring techniques and complete progress reports as required and outlined in the IEP.
- Conduct required evaluations and re-evaluations as required by NH Special Education Standards.
- Interpret evaluation results and construct comprehensive evaluation reports.
- Document student behaviors and risk levels as required by law, district policy and administration regulations.

Behavioral Support:

- Demonstrate strong behavior management and positive discipline skills.
- Implement behavior intervention strategies in collaboration with support staff, helping students develop social skills, self-regulation techniques and appropriate classroom behavior.

Parent Communication:

- Maintain open and positive communication with parents and guardians regarding student progress, challenges and any changes to the student's educational plan.
- Provide regular progress updates and promptly address any IEP team member concern.

Professional Responsibility & Development:

- Participate in and fulfill the district's professional development requirements by attending required training and contributing to a culture of continuous improvement.
- Seek out professional development to meet individual needs and stay current with best practices for teaching students with educational disabilities
- Attend staff meetings, PLCs and serve on one district committee every 3 years.
- Utilize technology applications and programs proficiently and professionally in accordance with district policies. ● Learn and implement, as appropriate, assistive technology applications to support student achievement. ● Take all necessary and reasonable precautions to protect students, equipment, materials and facilities. ● Make provision for being available to students and parents for education-related purposes outside the instructional day, when required or requested by immediate supervisor.

This job description is not intended to be all inclusive, and employees will also perform other reasonably related duties as assigned by immediate supervisor and other management as required.

Working Environment: While performing the duties of this job, the employee will constantly bend neck and back, use hands for repetitive grasping and pushing/pulling. The employee is frequently required to stand/walk, squat, kneel, and use hands for fine manipulation. The work requires some physical exertion such as long periods of standing; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as books. Potentially exposed to ordinary infectious diseases as carried by students; exposed to student noise levels. Required to work outdoors in inclement weather; required to stand for prolonged periods. Duties may be occasionally performed on field trips away from school. The job is performed under conditions with exposure to risk of injury and/or illness.

Evaluation: Per the Hillsboro-Deering Professional Evaluation Plan

Contract: Master Contract between the Hillsboro-Deering Federation of Teachers AFT Local 2348, AFT-NH, AFL-CIO and the Hillsboro-Deering School Board.

Approved: JLC 3-30-2026