

POSITION:	ESY Special Education Teacher
DEPARTMENT:	ESY Services
REPORTS TO:	Director of Special Education and Student Services
SUPERVISES:	N/A
FLSA STATUS:	Non-Exempt
WORK SCHEDULE:	June 22 - July 16, 2026 (Mon-Thurs only)

General Description:

The ESY Special Education Teacher plays a vital role in supporting the inclusive educational environment within the Plum Borough School District. Working under the direction of district leadership and in collaboration with general and special education staff, this position provides specialized instruction and support to students, fostering an environment that promotes independence, academic success, and social-emotional growth. The ESY Special Education Teacher works with educators, related service providers, and the broader school community to ensure that students with diverse needs receive high-quality, equitable, and individualized instruction and support.

Education and Experience:

- Minimum Education: Bachelor's degree in Special Education or a related field. Master's degree in Education, Curriculum & Instruction, or Special Education preferred.
- Minimum Experience: Successful classroom teaching experience serving students with disabilities.

Licensing Requirements:

- A valid Pennsylvania Special Education PK-12 certificate (or PK-8 and 7-12 certifications as defined in CSPG 61) is required. Additional certifications (e.g., academic content area, ESL, Reading Specialist) are strongly recommended.
- A Board Certified Behavior Analyst (BCBA) credential is highly preferred.

Key Responsibilities:

- Design and implement individualized instruction based on students' IEPs, aligned with PA Academic Standards.
- Develop, write, and maintain compliant IEPs in collaboration with multidisciplinary teams.
- Deliver specially designed instruction in various settings, including inclusive classrooms, resource rooms, and specialized programs.
- Apply evidence-based instructional strategies to meet the academic, behavioral, and social-emotional needs of students with diverse disabilities.
- Use assessment data to monitor progress and adjust instruction, interventions, and supports accordingly.
- Serve as a case manager and liaison among students, families, service providers, and staff.

- Implement Positive Behavior Support Plans (PBSPs) and provide proactive classroom management.
- Ensure compliance with IDEA, Chapter 14, Section 504, and other applicable laws and regulations.
- Maintain accurate records and complete required documentation on time, every time.
- Participate in evaluation and eligibility processes, including ERs, RRP, and multidisciplinary meetings.
- Engage in continuous professional learning and contribute to the development of inclusive practices across the school.

Core Knowledge:

- Comprehensive understanding of disability categories and eligibility criteria under IDEA.
- Proficiency in developing and implementing IEPs, specially designed instruction, and accommodations/modifications.
- Knowledge of Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices.
- Familiarity with inclusive education models, assistive technology, and Universal Design for Learning (UDL).
- Awareness of legal and ethical responsibilities related to special education.

Essential Skills:

- Exceptional written and verbal communication skills, including superior documentation.
- Ability to foster strong, respectful relationships with students, families, and colleagues.
- Skill in managing a caseload and prioritizing tasks across multiple demands.
- Competence in differentiating instruction for a wide range of learners.
- Technological proficiency with learning platforms, IEP management systems, and adaptive tools.

Critical Abilities:

- Capacity to integrate student strengths, interests, and needs into instruction and goal-setting.
- Flexibility to adjust approaches based on data, observation, and collaboration.
- Ability to advocate effectively for students while maintaining compliance and accountability.
- Supports inclusive, respectful, and responsive practices that address the individual needs and life experiences of students with disabilities.

Temperament Requirements:

- Patience, empathy, and responsiveness to diverse student needs.
- High expectations for all students, balanced with compassion and support.
- Reflective and resilient in the face of challenges.
- Collaborative spirit with a solution-oriented mindset.

Physical/Environmental Requirements:

- Ability to work in various instructional settings, including inclusive classrooms, small group spaces, and sensory support rooms.
- Capacity to lift, position, or assist students as needed, in accordance with IEPs and district procedures.
- Participation in school duties, events, and supervision responsibilities as assigned.
- Completion and ongoing certification in district-approved nonviolent crisis intervention training (e.g., CPI) shall be maintained throughout employment.

Disclaimer: the information in this job description is provided to comply with the Americans with Disabilities Act (ADA). It is not an exhaustive list of the duties performed for this position. The individuals currently holding this position may perform additional duties.

Required Clearances:

- Act 114 (Federal Criminal History Background Check)
- Act 34 (PA State Criminal History Clearance)
- Act 151 (PA Child Abuse History Clearance)
- Act 126 (Mandated Reporter Training)
- Act 168 (Sexual Misconduct/Abuse Disclosure)
- Act 24 (Arrest & Conviction Statement)
- Current School Personnel Health Record
- Tuberculosis Test Result

Clearances and the School Personnel Health Record must be current within 1 year of the hire date and accompanied by a Tuberculosis Test Result within 3 months of the hire date.

Travel Requirements:

- Must have reliable transportation

Employee signature

Date