



## ESS Teacher Job Description

### JOB INFORMATION

<i>Job Title:</i>	ESS Teacher
<i>Version Date:</i>	02/20/2024
<i>Category:</i>	Instruction
<i>Department:</i>	Exceptional Student Services
<i>Work Year</i>	One Hundred Sixty Four Days
<i>FLSA Classification:</i>	Exempt

### JOB SUMMARY

The Special Education Teacher is responsible for planning and implementing educational activities, monitoring students, and evaluating student outcomes who are identified or going through the special education process. The Special Education Teacher provides direct instruction and support to students with a disability through academic, behavior, social/emotional and adaptive tools in collaboration with the general education teacher and school team. The Special Education teacher schedules, develops and participates in the Individualized Education Program (IEP) meetings. The Special Education Teacher is responsible for communicating with all parties involved in the education of the students. The Special Education Teacher may work directly with paraprofessionals, providing modeling, coaching and intervention strategies worked on with students.

### Essential Functions

<i>Essential Function</i>	<i>% TIME</i>
Provide district approved specialized instruction to individuals or small groups of students in the Special Education classroom based upon IEP goals, observations, behaviors and/or need.	20%
Coordinate preparation and implementation of IEP goals including data tracking with paraprofessionals, classroom teachers and other appropriate school staff.	15%
Serve as Case Manager for assigned students; coordinate IEP meetings, complete formal/informal evaluations, observations, communicate with the IEP team about students.	15%
Prepare and implement lesson plans based on the student's IEP and provide for appropriate learning experiences for each student. Maintain confidentiality of student files.	10%
Train staff on needs of special education students and on particular disabilities and best practice strategies.	5%
Work with the classroom teacher to modify instructional materials, and ensure accommodations implemented in the IEP are followed.	5%
Participate in mandatory curriculum-based team meetings, Crisis Prevention Institute training, and district professional development.	5%
Implement occupational and physical therapy plans, to include sensory regulation, feeding, toileting, dressing, and grooming goals as prescribed by the service provider.	5%
May need to assist with personal needs of students such as toileting, and transferring students with physical disabilities.	5%
Implement low/high tech communication as prescribed by the speech pathologist.	5%
Communicate with guardians about student progress, setting up IEP meetings and community resources.	5%
Assume other responsibilities as assigned by the supervisor.	5%

## QUALIFICATIONS

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### Education

Required	Bachelor's Degree (from approved program for the preparation of special education generalists OR 24 semester hours as identified by the Colorado Department of Education AND content area competency completion)		
Required	Valid Teacher Authorization through the Colorado Department of Education or ability to obtain with appropriate Special Education Endorsement		
Required	K-3 Teachers: READ Act Designation is required within one (1) year of hire		
Preferred	Master's Degree		

### Work Experience

2 years or more	Classroom experience	Preferred	
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### Skills

Strong customer service skills, both external and internal	High
Excellent oral and written communication skills	High
Talking to others to convey information effectively	High
Understanding the implications of new information for both current and future problem-solving and decision-making	High
Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things	High
Teaching others how to do something	High
Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times	High
Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems	High
Being aware of others' reactions and understanding why they react as they do	High
Understanding written sentences and paragraphs in work related documents	High
Managing one's own time and the time of others	High
Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action	High
Actively looking for ways to help people	High
Communicating effectively in writing as appropriate for the needs of the audience	High
Adjusting actions in relation to others' actions	High
Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions	High
Considering the relative costs and benefits of potential actions to choose the most appropriate one	High
Persuading others to change their minds or behavior	High
Bringing others together and trying to reconcile differences	High

### Licenses and Certifications

	Special Education Endorsement	Upon Hire	Required	
	Crisis Prevention Institute	Upon Hire	Required	

## PHYSICAL DEMANDS/WORKING CONDITIONS

Physical Demands						
<i>Physical Demand</i>	<i>NA</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
Carrying			X			
Climbing Stairs			X			
Crouching			X			
Grasping				X		
Grip			X			
Handling				X		
Kneeling			X			
Reaching (Abduction)				X		
Reaching (Adduction)				X		
Lifting (Above Shoulder)		X				
Pinch				X		
Pulling (Horizontal)		X				
Pulling (Vertical)		X				
Pushing (Horizontal)		X				
Pushing (Vertical)		X				
Lifting (Floor to Waist)		X				
Lifting (Waist to Shoulder)		X				
Reaching (Forward)		X				
Vision (Far)		X				
Reaching (Waist to Shoulder)		X				
Reaching (Above Shoulder)		X				
Reading				X		
Repetitive Motions		X				
Sitting			X			
Standing				X		
Wrist Deviation (Wrist Extension)		X				
Reaching (Floor to Waist)		X				
Vision (Near)	X					
Walking				X		
Wrist Deviation (Pronation)	X					
Wrist Deviation (Radial Deviation)	X					
Wrist Deviation (Supination)	X					
Wrist Deviation (Ulnar Deviation)	X					
Stooping	X					
Wrist Deviation (Wrist Flexion)	X					
Lift 10 to 20 pounds				X		
Lift up to 50 pounds			X			

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions*

Working Environment					
<i>Working Condition</i>	<i>NA</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>
Extreme cold		X			

Working Environment					
<i>Working Condition</i>	<i>NA</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>
Extreme heat		X			
Humidity	X				
Wet			X		
Noise				X	
Hazards	X				
Temperature Change			X		
Atmospheric Conditions	X				
Vibration	X				
Other	X				

Valid Driver's License Required	
Yes/No	<i>Reason for Drivers License</i>
No	

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Functional Competencies		
<i>Competency</i>	<i>Level</i>	<i>Competency Description</i>
Analytical Thinking	3. Mid	Diagnoses issues using a systematic and methodical approach.
Collaboration	3. Mid	Maintains mutually beneficial partnerships with other functions.
Communication Skills	3. Mid	Advanced communication skills involving complicated topics.
District Knowledge	1. Entry	Understands his/her own job and how the role interacts with his/her team.
Problem Solving	3. Mid	Assesses circumstances using experience and a variety of information gathered.

Scope	
Freedom To Act	
Work is accomplished with moderate supervision. Follow established and detailed directions. Work is reviewed for accuracy and overall adequacy.	
Problem Complexity and Problem-Solving Timeframes	
Provides resolution to a diverse range of recognizable complex problems. Analysis is required to identify root cause. Uses judgment within defined boundaries to develop alternate solutions, both long and short term. Problem/Task resolution timeframe: Inclusive of shorter timeframes, but typically the majority of tasks take three to six months to resolve.	
Financial Responsibility	
Total Financial Responsibility	May be responsible for assigning and collecting fees or fines.