



JOB DESCRIPTION

Certified Teacher – Special Education

DEPARTMENT: Academics	SCHEDULE: Teacher
REPORTS TO: Principal	WORKDAYS: 190
CLASSIFICATION: Certified	FLSA STATUS: Exempt
PCS CODE: 03,06,07	DATE: January 2025

Our Mission: In partnership with our community, we empower students to discover their potential and prepare for a successful future.

Our Core Values: Belonging, Learning, Continuous Improvement and Joy

Our Vision: Richland Two is a dynamic school district committed to creating an environment where students feel connected, engaged, and supported so that they can experience academic and personal achievement.

POSITION SUMMARY

Under general supervision, facilitates student success by implementing a District approved Special Education curriculum while addressing the specific educational needs of students according to their Individualized Educational Plans (IEP) in a safe and optimal learning environment. Facilitates students' access to the general education curriculum and environment. Creates and maintains a positive climate that promotes respect, tolerance, and cooperative problem solving for all students.

MINIMUM REQUIREMENTS

Education:

Minimum of a Bachelor's degree and completion of a South Carolina approved teacher education program in an appropriate area of Special Education or current enrollment in an appropriate alternative pathway to South Carolina teacher certification in Special Education.

Certification/License:

Must possess or be eligible for South Carolina Teacher certification appropriate for the disability area and grade level of the position.

Must possess a valid South Carolina driver's license or government issued picture ID.

Work Experience:

Additional work experience gained through education, training, and certification requirements that provides the required knowledge, skills, and abilities.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of state and federal laws, guidelines, and compliance requirements applicable to Special Education.

- Knowledge of District policies and procedures that pertain to the specific responsibilities of the position.
- Knowledge of District and school safety and security procedures.
- Accurate and current knowledge in the area of Special Education and subject fields applicable to the position.
- Proficient knowledge in developing and implementing appropriate Individualized Educational Plans (IEP).
- Proficient knowledge and use of computer applications relevant to the position.
- Ability to provide differentiated instruction through effective instructional strategies appropriate to the students' Individualized Educational Plans (IEP).
- Ability to perform personal care processes for students, as needed.
- Ability to motivate students in both in-person and virtual environments.
- Ability to collaborate cooperatively with school staff to provide students' access to the general education environment.
- Ability to effectively communicate with students, parents, school, community agency representatives, and District staff in oral and written form.
- Ability to supervise and evaluate the performance of assigned support personnel, teaching assistants, volunteers, classroom helpers, etc.
- Ability to anticipate work to be completed and initiate proper and acceptable direction for the completion of work with little to no supervision and instruction.
- Ability to apply judgment and complex logic in defining problems, collecting information, and drawing valid conclusions.
- Ability to maintain high standards of organization, accuracy, and timeliness in exercising duties.
- Ability to work independently and as a productive member of a team.
- Ability to thrive in a fast-paced, continually changing work environment.
- Ability to manage frequent interruptions in a flexible manner and difficult, stressful situations in a professional and appropriate fashion.

ESSENTIAL DUTIES

- Develops and implements research-based, developmentally appropriate, annual Individualized Educational Program (IEP) plans for students.
- Determines instructional goals and provides opportunities and supports for students' participation in general education settings, as appropriate and as required by the IEP.
- Develops lessons that are appropriate for instructional objectives as outlined in the IEP; employs a variety of research-based instructional strategies focused on student achievement.
- Assigns developmentally appropriate tasks, including academic and daily living skills; provides remediation activities to ensure student understanding and maximizes allocated instructional time.
- Depending upon the physical needs of the student, may perform personal care on an occasional or routine basis.
- Creates and maintains a positive learning environment by implementing appropriate behavioral supports, interventions, and management strategies, including, but not limited to Crisis Prevention Intervention (CPI) protocols. Maintains current CPI certification, if required.
- Integrates a variety of technology applications and tools to augment student learning, including assistive technology as appropriate.
- Administers diverse types of assessments to monitor students' progress, as required by District and State testing policies.

- Meets all timelines associated with the IEP process. Provides progress reports on a regular basis and updates IEPs as required by state and District procedures.
- Develops positive relationships with parents and guardians. Advises parents and/or legal guardians of student progress for the purpose of supporting classroom expectations; develops methods for improving and/or reinforcing classroom goals in the home environment.
- Provides notification and consultation to regular education teachers and other appropriate staff regarding classroom adaptations, instructional accommodations and/or modifications, adaptive equipment, Behavior Intervention Plans and other similar instructional interventions to meet the needs of students.
- Follows grading policies and regulations in monitoring and evaluating student progress; maintains/updates all required attendance and academic records in a timely manner.
- Plans and supervises purposeful assignments for instructional assistants and volunteers, if applicable; evaluates their performance as required.
- Coordinates/participates in IEP conferences and related meetings with parents, guardians, related service providers, and community agency representatives to review students' performance, behavior, and other issues.
- Ensures a safe, orderly environment that encourages students to take responsibility for their behavior. Assists and enforces school rules, Board policies, and administrative regulations.
- Carefully supervises and monitors students in various activities and settings, including the classroom, hallways, lunch periods, playgrounds, field trips, bus loading areas, etc.
- Adheres to the highest standards of confidentiality concerning sensitive matters, students, and staff.
- Promptly reports suspected instances of child abuse and/or neglect as required by applicable South Carolina laws, District policies, and school procedures.
- Promptly reports incidents or concerns such as fights, suspected alcohol or substance abuse, possession of weapons, student or other health/safety concerns, etc., adhering to appropriate policies and procedures.
- Attends faculty meetings, staff development activities, etc., to maintain and improve professional competence. Provides for his/her own professional growth through an ongoing program of reading, seminars, conferences, and/or advanced course work.
- Accepts an appropriate share of responsibility for co-curricular, supervisory, or other activities as assigned by the Principal or District staff.
- Maintains a valid SC teaching certificate. If applicable, participates in an appropriate alternative pathway program and meets program deadlines to achieve certification.
- Establishes a professional rapport with students and staff that fosters their respect. Displays the highest standards for ethical and professional behavior while working with students, parents, school personnel, District staff, community members, and other parties.
- Serves as a role model for others, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the educational profession.
- Demonstrates prompt, regular attendance and is available to work during normal business hours.
- Performs other duties as assigned by the supervisor.

SPECIAL EDUCATION INSTRUCTIONAL MODELS

Resource Program: Provides specialized instruction and/or support for students with various disabilities to participate in the general education curriculum for a portion or the majority of their instruction. Specialized instruction and support may be required in the areas of academics, functional needs, behavioral intervention, personal care, and/or social-emotional instruction.

Highly Specialized Programs (Self-contained). Provides specialized instruction and support for students with various disabilities. Crisis Prevention Intervention (CPI) training and implementation of appropriate District procedures related to the use of CPI techniques is required. Supervision and proper utilization of one or more teaching assistants is required. Depending on the teaching assignment, the position may require:

- Specialized instruction and support for students experiencing behavioral or social-emotional difficulties which interfere with the student's participation in the general education setting. Use of effective behavioral strategies such as level systems, visual schedules, etc., is expected.
- Specialized instruction and support for students with Autism or other disabilities who require instruction in communication, functional academics, social/emotional skills, and/or daily living skills. Use of effective behavioral strategies such as level systems, visual schedules, communication boards etc., is expected.
- Specialized instruction and support for students with various intellectual disabilities who receive all their core academic and functional skills instruction through a specialized curriculum in the special education setting. Additional specialized instruction and support may be required in the areas of behavioral intervention and/or social-emotional instruction. Use of effective behavioral strategies such as level systems, visual schedules, communication boards etc., is expected.
- Specialized instruction and support for students with severe cognitive, physical, and/or medical impairments. Students receive their instruction through a specialized curriculum in the special education setting. The teacher provides or supervises the use of adaptive equipment, personal care, toileting, medical care, and feeding of students as stated in the IEP.
- Specialized instruction and support for students ages three (3) to five (5) years old with various disabilities who typically receive some or all their instruction in the special education setting. Specialized instruction and support can include academics, functional needs, behavioral intervention, and/or social-emotional instruction and support. The teacher provides or supervises the use of adaptive equipment, personal care, toileting, medical care, and feeding of students as stated in the IEP.

PHYSICAL ABILITIES AND WORKING CONDITIONS

The physical abilities and working conditions are representative of, but not intended to be, an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, Local, or District authorities, the requirements of this position may change to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods of time.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone, computer, or virtual setting.

Upper Body Mobility: Ability to use hands to grasp and manipulate small objects; manipulate fingers; twist and bend at wrist and elbows; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh **twenty (20)** or more pounds on a frequent basis.

Environmental Requirements: Ability to work cooperatively with others; work independently; work indoors; work outdoors as necessary for the position.

Mental Requirements: Ability to read, write, understand, interpret, and apply information on a moderately complex level essential for successful job performance; math skills at a proficiency level appropriate to the position; sound judgement; the ability to process information quickly; learn quickly

and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understands and adequately manages stressful situations.

Additional Work Conditions and Physical Abilities: Ability to stand and walk for extended periods. Depending on student needs, may include toileting, feeding, lifting, medical care, and exposure to bodily fluids. Reliable transportation required.

Richland School District Two is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, Richland School District Two does not discriminate on the basis of sex in its educational programs and activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities, and requirements of the position. It is not intended to be, nor construed to be, an all-inclusive list of the knowledge, skills, abilities, essential duties, physical abilities and/or working conditions associated with the position. District management/administration reserves the right to modify, add, or remove duties and assign other duties, as necessary.