

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Special Education Lead Teacher: TOSA	<b>Department:</b> Student Services
<b>Immediate Supervisor's Position Title:</b> Executive Director of Student Services	<b>FLSA Status</b> Exempt
<b>Salary Range: \$46,744 to \$107,076 Annually</b>	

**General Summary of Purpose of Job:**

The Special Education Lead Teacher is a Teacher on Special Assignment (TOSA) who provides instructional leadership, coordination, and oversight of special education programs to ensure all students with disabilities receive high-quality educational services. This position supports the secondary level (middle and high school). This role supports special education teachers, educational support paraprofessionals, and related service providers in implementing effective instructional strategies and maintaining compliance with federal and state regulations (IDEA and Section 504). The Lead Teacher collaborates with administrators, special education staff, general education staff, families, and students to foster an inclusive, supportive learning environment.

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:**

<b>Duty No.</b>	<b>Essential Duties</b>
1.	Mentor and coach special education teachers in curriculum planning, effective instruction, behavior intervention strategies, and classroom management.
2.	Assist in developing and implementing Individualized Education Programs (IEPs) to address diverse learning needs.
3.	Model best practices for differentiated instruction and accommodations in various settings (self-contained, resource, and inclusion classrooms).
4.	Provide onboarding and coaching to special education paraprofessionals.
5.	Ensure adherence to all federal, state, and district regulations for special education. Support with the Continuous Improvement Monitoring Process.
6.	Lead and participate in IEP meetings, providing guidance to ensure appropriate goals, services, and supports are in place.
7.	Work with families in the understanding of Due Process regulations and service delivery within the district.
8.	Support coordination of district and state assessments in the area of IEP accommodations for ordering of materials and verification of compliance.
9.	Work collaboratively with general education teachers to support inclusive practices and promote co-teaching models.
10.	Lead assigned special projects such as Extended School Year, Special Education Advisory Council, assistive technology, international teacher hiring, Crisis Prevention Intervention, and Ukeru training.

11.	Coordinate schedules and caseloads to optimize service delivery.
12.	Foster a positive, collaborative culture within the special education department.
13.	Analyze student data to inform instruction and intervention strategies.
14.	Lead and facilitate restrictive procedures debriefing meetings following any restrictive procedure used with a student.
15.	Support the district's mission, vision and values.
16.	Attend Child Study meetings at each building, monitor and document student eligibility for special education services.
17.	Other duties as assigned.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:</b>	
X	<p><b>Current Minnesota Special Education teaching license required.</b></p> <p><b>Minimum 3 years case management/special education teaching experience.</b></p> <p><b>Preferred: Director of Special Education license preferred.</b></p>

<b>LICENSE/CERTIFICATION: (Identify licenses/certification required upon hiring:</b>
<ul style="list-style-type: none"> <li>Valid Minnesota Teaching License <b>or</b> five (5) or more years of teaching experience</li> </ul> <p><b>Licensure Requirement (State Law):</b> In accordance with Minnesota Statutes, section 122A.261, educators working in public preschool, School Readiness, and Voluntary Prekindergarten (VPK) programs within school districts and charter schools are required to hold a valid Minnesota teaching license by July 1, 2028.</p> <p>Educators with five (5) or more years of relevant teaching experience prior to September 2028 may qualify for an exemption under this law.</p>

<b>ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM THE WORK</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Current Minnesota Teacher licensure in Special Education.</li> <li>Excellent communication skills with families, students and staff.</li> <li>Sensitivity and compassion for the needs and issues for families and students with disabilities</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Effective written and verbal communication skills</li> <li>Strong organizational and presentation skills</li> <li>Strong skills in differentiated instruction</li> <li>Skills in behavior management and classroom management</li> <li>Skills in data-driven decision making</li> <li>Skills in technology integration</li> </ul>

- Demonstrated leadership skills

**Abilities**

- Ability to work collaboratively and cooperatively with administrators, teachers, staff, and students
- Ability to meet the instructional needs of a diverse group of students
- Ability to promote strong student learning outcomes
- Ability to develop and maintain positive professional relationships
- Ability to analyze, prioritize, and implement plans in a timely and professional manner
- Commitment to professional development and continuous growth
- Demonstrated prompt, regular, and reliable attendance

**PHYSICAL REQUIREMENTS:** Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk			√	
Sit		√		
Use hands dexterously (use fingers to handle, feel)				√
Reach with hands and arms			√	
Climb or balance	√			
Stoop/kneel/crouch or crawl			√	
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b>				
Up to 10 lbs.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
<b>Vision Requirements:</b>	<b>Yes</b>	<b>No</b>		
No special vision requirements	√			
Close Vision (20 in. of less)		√		
Distance Vision (20 ft. of more)		√		
Color Vision		√		
Depth Perception		√		
Peripheral Vision		√		

**General Environmental Conditions:**

Work is performed under normal classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

**General Physical Conditions:**

**Work can be generally characterized as:**

Work is generally characterized as **Light to Medium Work**, requiring frequent standing, walking, bending, reaching, and kneeling. The position involves occasional lifting, carrying, pushing, or pulling of materials and equipment, and may include lifting children or assisting with mobility, generally up to 30–40 pounds. The role requires active engagement in classroom, play, and care routines throughout the day.

**RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:**

N/A

**SECTION IV: CLASSIFICATION HISTORY AND APPROVAL**

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

\_\_\_\_\_  
**Signature – Human Resources**

\_\_\_\_\_  
**Date**

**Job Classification History:**

Prepared by AT 4/2/26

Reviewed/updated:

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