

## JOB DESCRIPTION

Job Title: **Special Education Teacher, High School**  
 Department: **Special Education**  
 FLSA Status: **Exempt**  
 Revised Date: **March 2023**

Salary Schedule: **Certified**  
 Pay Range: **Per Salary Schedule**  
 Work Calendar: **186 days**

### **SUMMARY:**

Special education program teacher who provides special education instruction and support to students in high school classrooms/programs according to the goals of students' Individual Education Plans (IEP).

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

| Essential Duty / Responsibility Description  | Frequency<br>Daily/Weekly/Monthly/Annually | % of<br>Time |
|--|--|--------------|
| 1. Implement District curriculum and teaching practices, including differentiated instruction according to student needs. Manage and implement multi grade level schedules and utilize co-teaching where appropriate.                            | D  | 25%          |
| 2. Manage and coordinate the IEP process for individual students, including implementing standards-based IEPs, functional behavior assessments, and behavior intervention plans.   | D  | 15%          |
| 3. Model and support inclusive practices, including ELL, general education partners, Tier 1 and 2 instruction, the MTSS process and the TEACCH model.  | D  | 15%          |
| 4. Regularly monitor student learning progress and adjust instruction and programming according to evaluation of the effectiveness of the educational approaches being   | D  | 10%          |
| 5. Administer appropriate formal and informal assessments to evaluate academic and functional skill level, progress, and achievement and to make instructional decisions, including the use of alternative assessment pathways when appropriate. | W  | 10%          |
| 6. Support and implement instruction around behavior, social emotional needs and self-regulation strategies.   | D  | 10%          |
| 7. Coordinate a team approach supported by regular consultation with related service providers, paraprofessionals and general education teachers. Provide modeling and coaching for support staff who work in the program.                       | W  | 5%           |
| 8. Managing a caseload of students that shifts throughout the school year and includes administrative placement.   | M  | 3%           |
| 9. Professional and respectful communication with parents of students in the program.  | W  | 5%           |
| 10. Perform other duties as assigned.  | ongoing                                    | 2%           |
| <b>Total =</b>   |  | <b>100%</b>  |

### **EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor's degree in education or related field.
- Valid Colorado Teaching License with appropriate special education endorsement (or application submitted to Colorado Department of Education).

### **LICENSES / CERTIFICATIONS / REGISTRATIONS:**

- U.S. Citizenship and Immigration Services Employment Eligibility Verification (Form I-9)
- Criminal background check required for hire.

**TECHNICAL SKILLS / KNOWLEDGE / ABILITIES:**

- Knowledge of and implementation of specialized curriculums.
- Knowledge and training in CPI strategies.
- Knowledge of FBA and BIP development, consultation and collaboration
- Oral and written communication skills.
- English language skills.
- Bilingual skills preferred.
- Interpersonal relations skills.
- Customer service and public relations skills.
- Critical thinking and problem-solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to work with students with diverse backgrounds and abilities.
- Strong knowledge in the areas of instruction, classroom management and discipline, positive behavior support and effective instructional strategies.
- Knowledge of the federal, state, local legislation, regulations, policies, and procedures that mandate and guide education.
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability and willingness to adhere to attendance requirements and to follow district procedures for absence reporting. Regular attendance is an essential function of the position and necessary for the efficient operation of the business. Employees are expected to be on time and punctual for work, conforming to established work hours. It is recognized that there are times when a person must be absent due to illness or other reasons.

**MATERIAL AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers, peripherals and related technology equipment.
- Operating knowledges of and experience with business and productivity software applications and programs.
- Operating knowledge of and experience with general office equipment, telephone systems, copiers, printers, etc.

**REPORTING AND SUPERVISORY RELATIONSHIPS:**

|                    | Position Title       |
|--------------------|----------------------|
| <b>Reports to:</b> | • Building Principal |

**PHYSICAL REQUIREMENT AND WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below 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.*

| Physical Activities                  | Amount of Time |           |            |          |
|--------------------------------------|----------------|-----------|------------|----------|
|                                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand                                |                |           | X          |          |
| Walk                                 |                |           | X          |          |
| Sit                                  |                |           | X          |          |
| Use hands to fingers, handle or feel |                | X         |            |          |
| Reach with hands and arms            | X              |           |            |          |
| Climb or balance                     | X              |           |            |          |
| Stoop, kneel, crouch or crawl        | X              |           |            |          |
| Talk                                 |                |           |            | X        |
| Hear                                 |                |           |            | x        |
| Taste                                | X              |           |            |          |
| Smell                                |                | X         |            |          |

| Weight and Force Demands | Amount of Time |           |            |          |
|--------------------------|----------------|-----------|------------|----------|
|                          | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds          |                |           | X          |          |
| Up to 25 pounds          |                | X         |            |          |
| Up to 50 pounds          | X              |           |            |          |
| Up to 100 pounds         | X              |           |            |          |
| More than 100 pounds     |                | X         |            |          |

| Mental Functions     | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare              |                |           | X          |          |
| Analyze              |                |           | X          |          |
| Communicate          |                |           |            | X        |
| Copy                 | X              |           |            |          |
| Coordinate           |                |           |            | X        |
| Instruct             |                | X         |            |          |
| Compute              |                | X         |            |          |
| Synthesize           |                | X         |            |          |
| Evaluate             |                |           | X          |          |
| Interpersonal Skills |                |           |            | X        |
| Compile              |                | X         |            |          |
| Negotiate            |                |           | X          |          |

| Work Environment                      | Amount of Time |           |            |          |
|---------------------------------------|----------------|-----------|------------|----------|
|                                       | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X              |           |            |          |
| Work near moving mechanical parts     | X              |           |            |          |
| Work in high, precarious places       | X              |           |            |          |
| Fumes or airborne particles           | X              |           |            |          |
| Toxic or caustic chemicals            | X              |           |            |          |
| Outdoor weather conditions            |                |           | X          |          |
| Extreme cold (non-weather)            | X              |           |            |          |
| Extreme heat (non-weather)            | X              |           |            |          |
| Risk of electrical shock              | X              |           |            |          |
| Work with explosives                  | X              |           |            |          |
| Risk of radiation                     | X              |           |            |          |
| Vibration                             | X              |           |            |          |

| Vision Demands  | Required |
|---|----------|
| No special vision requirement                             |          |
| Close vision (clear vision at 20 inches or less)          | X        |
| Distance vision (clear vision at 20 feet or more)         | X        |
| Color vision (ability to identify and distinguish colors) |          |
| Peripheral vision   | X        |
| Depth perception  | X        |
| Ability to adjust focus                                   | X        |

| Noise Level Exposure | Exposure Level |
|----------------------|----------------|
| Very quiet           |                |
| Quiet                |                |
| Moderate             | X              |
| Loud                 | X              |
| Very loud            | X              |