

Washington County Board of Education

Monitoring: Review: Annually	Descriptor Term: Special Education - SPED Teacher	Descriptor	Issued Date: 05/10/2024
		Code: Enter Code Rescinds:	Issued:

Job Title: SPED Teacher Education: Bachelor's degree required.
Department/Group: Student Supports - Special Education
Certificates & Licenses: Valid license with appropriate endorsement acceptable to the state of Tennessee Department of Education; First Aid and CPR certification preferred; must have or be willing to obtain Conflict Resolution/Restraint Training

Location: TBD **Required Testing:** Pre-employment Physical Exam
Level/Salary Range: Certified Pay Scale **Continuing Education/Training:** development and training related to RTI2A & B, special education referrals and eligibility, assessment protocols and procedures.
 Maintain state license requirements; Participate in ongoing professional

HR Contact: HR Director or HR Generalist **Position Type:** Full Time

Job Category: Certified **Clearances:** Criminal Justice Fingerprint/Background Clearance
FLSA Status: Exempt

Job Description

PURPOSE:

The Special Education Teacher role was established to coordinate and provide developmentally appropriate educational services for students with diverse abilities. They adapt programming to address the cognitive, physical, social-emotional, behavioral, and communication needs of students with identified disabilities. The

Revised 05/2024 Page 1 of 3

Special Education Teacher is also responsible for maintaining required documents and conducting all necessary actions as outlined through federal and state regulations.

ESSENTIAL FUNCTIONS:

- Assumes responsibility for the day-to-day operation of the classroom, may include general education classroom in conjunction with the general classroom teacher.

- Provides direct instruction within the classroom, small group, and/or 1:1 setting.
- Develops and maintains student IEPs in Educational Management System and conducts parent meetings with fidelity in order to articulate student progress towards IEP goals.
- Cooperatively designs and implements IEPs that focus on improving areas of skill deficits
- Celebrates the achievements and successes of students
- Plans curriculum and prepares lessons and other materials, considering factors such as individual needs, abilities, learning levels, and physical limitations of the students.
- Employs special education strategies or techniques during instruction to improve the development of sensory and perceptual-motor skills, language, cognition, or memory.
- Employs and follows de-escalation and isolation/restraint strategies.
- Plans curriculum and prepares lessons and other materials, considering factors such as individual needs, abilities, learning levels, and physical limitations of the students.
- Utilizes special teaching tools, techniques, and equipment.
- Utilizes active teaching strategies which incorporate cooperative learning, audio-visual/technological advances, and/or other “leading edge” techniques.
- Uses formative/summative assessment data and progress monitoring data to drive instruction. ●
- Fosters cooperative social behavior through activities and group projects to assist students in forming satisfying relationships with other students and adults.
- Collaborates with school staff members to provide guidance regarding appropriate accommodations, modifications, and assessment of curriculum and instruction for students.
- Model instruction using effective strategies and methodologies for students with academic, behavioral and social challenges.
- Maintains effective, developmentally appropriate student management techniques in all settings. ●
- Discusses students’ areas in need of support and progress with students, parents, and administration and suggests corrective action as needed.
- Accurately maintains/prepares, in a timely manner, all reports/data required by Federal and State Law (IDEA) and the Board of Education.
- Administers diagnostic tests and monitors students’ progress on a regular basis.
- Seeks a variety of services through community resources and agencies to meet the needs of exceptional students.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.).
- Advises parents and/or legal guardians of student progress.
- Directs student teachers, instructional assistants, volunteers and/or student workers.
- Maintains a high level of personal integrity and strong work ethic.
- Assumes the responsibility of having regular and timely attendance.
- Participates in a variety of meetings and trainings.
- Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the benefit of and in the best interest of students in the academic areas, athletics, special programs, extra-curricular activities, etc.

Revised 05/2024 Page 2 of 4

- Follows all board policies, school system rules and administrative regulations.
- Adheres to the Washington County Schools’ Employee Code of Conduct.
- Reports immediately, as required by law, to the appropriate agency(ies) and the principal or other persons designated by the school system, incidents of actual or suspected child abuse, actual or suspected child sexual abuse.
- Reports immediately, as required by law or school policy, to the appropriate agency(ies) and/or the principal or other persons designated by the school system, incidents involving unlawful student possession of weapons or drugs or fighting on school property.

- Responds in a prompt and professional manner to inquiries from a variety of sources (e.g. teachers, students, parents, administrators, boosters, etc.).
- Responds to emergency situations and safety concerns as necessary and direct to appropriate personnel for resolution.

OTHER FUNCTIONS

- Performs other job-related duties as assigned.

WORK ENVIRONMENT

Physical Demands

The usual job demands heavy lifting over 60 lbs., occasionally (over 15% and up to 40 % of the time) within the classroom environment. Other physical demands that may be required are as follows:

- Pushing, pulling
- Climbing
- Stooping, kneeling
- Reaching
- Talking
- Hearing
- Seeing
- Assist students who may require extra support with their physical needs

Temperament (Personal Traits)

- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- Adaptability to dealing with students, faculty, administration, and CO staff.
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

This job description will be reviewed periodically and at the end of the academic year. The description may be amended to determine viability.

Reviewed By: Approved By: Last Updated By:

		Date:	
Date:		Jacki Wolfe Date:	