TITLE: Special Education Teacher - Resource

QUALIFICATIONS:

- Bachelor's Degree
- Special Education Teacher with an active State of Tennessee certification, license, and appropriate endorsements.
- Communicates effectively orally and in written format to coordinate the delivery of special education services in each student's IEP.

JOB GOAL: The Special Education Teacher provides leadership and direction at the school level, working to design, implement, coordinate and evaluate an individualized education plan (IEP). In addition, the Special Education Teacher works directly and aggressively with identified students to deliver services to meet IEP goals and increase academic performance. Under the supervision of the building principal and the SPED Director, the Special Education Teacher will provide diversified strategies and activities specifically designed for their students.

ESSENTIAL FUNCTIONS or DUTIES:

- Develop and provide specialized instruction to meet the unique needs of students with disabilities;
- Evaluate and assess student progress against instructional objectives;
- Understand and follow state-mandated due process procedures and functions as IEP manager to assigned students;
- Create a positive learning experience with an emphasis on individualized instruction using appropriate resources;
- Effectively write and design IEPs based on the state framework;
- Serve as the primary contact for the parent for meetings, questions, concerns, and collaboration of student progress;
- Conducts and facilitates assessments as appropriate in special education evaluations and reevaluations;
- Implement effective teaching strategies to facilitate the instruction of students;
- Consistently demonstrate strong pedagogy and understanding of teaching and learning;
- Consistently demonstrate effective teaching methods to diversify instruction;
- Serve as a leader to collaborate and support other teachers with strategies to support learners;
- Collaborate with the identified student’s teachers, parents, and administrators to ensure LRE, appropriate services/supports, and successful transitions;

- Collaborate with teachers and leaders to ensure inclusive practices are implemented to support students in the least restrictive environment;
- Provides direction, supervision, and evaluation of educational assistants as directed;
- Promote highly specialized interventions for student instruction that is explicit, intensive, accelerated, and provides ample practice;
- Facilitate team meetings that design individualized education plans (IEPs) to address classroom organization, effective instruction, and social skills instruction;
- Use ongoing assessments to maintain a record of student progress;
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student goals and understandings;
- Work cooperatively with building administrators and teachers to promote positive student supports by providing professional development that targets research, strategies, and modeling of instructional practices;
- Engage parents in the IEP process and empower parents by providing them with skills and techniques to support the positive progress of their child;
- Participate in building level and/or grade-level meetings, as appropriate;
- Comply with all safety policies, practices, and procedures; report all unsafe activities to supervisor and/or Human Resources;
- Participate in proactive team efforts to achieve district, building, departmental, and/or grade-level goals;
- Comply with School Board policies and all state/federal rules and regulations;
- Complete all district and state reporting requirements;
- Implement research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP;
- Organize and schedule assistants to efficiently serve and meet student needs and services outlined in IEPs;
- Organize and schedule IEP meetings on time to ensure compliance with TDOE;
- Work cooperatively with the IEP team members in developing instructional goals and strategies;
- Perform other duties as assigned by the Principal or Director of Special Education.

PHYSICAL DEMANDS:

This job may require lifting objects that exceed 20 pounds, with frequent lifting and/or carrying objects weighing up to 10 pounds.
Other physical demands that may be required are as follows:

- Pushing and/or pulling

- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

CAPACITY AND ABILITY REQUIREMENTS:

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- *Verbal*: Ability to understand the meanings of words and the ideas associated with them.
- *Numerical*: Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity*: Ability to move the hands and fingers easily.

REPORTS TO: Building Principal and Director of Special Education

FLSA: Exempt

TERM: 200 days

SALARY: Teacher Salary

GENERAL REQUIREMENTS
The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.