



**TITLE:** Special Education Teacher

**QUALIFICATIONS:**

- Special Education Teacher with an active State of Tennessee certification, license, and appropriate endorsements.

**JOB GOAL:** The Special Education Teacher must possess the knowledge and skills necessary to instruct and assist students in learning, develop appropriate Individualized Educational Plans aligned with the TDOE state framework, utilize data to inform decision making, and collaborate with Gen.Ed. teachers. Effective communication with parents and all team members is essential.

**ESSENTIAL FUNCTIONS or DUTIES:**

- Assist staff in defining and measuring learning and support staff in implementing strategies to increase successful learning opportunities.
- Collaborate with the identified student's teachers, parents, and administrators to ensure LRE, appropriate services/supports, and successful transitions.
- Understand evidence-based instructional principles and strategies to support students with disabilities.
- Possess an in-depth understanding of differentiation and universal design for learning to develop effective strategies to support learners in various settings.
- Possess expert knowledge of planning and writing lessons designed to support students with disabilities in various settings, including inclusion and pull-out instruction.
- Understand and utilize various assessment tools to address learning gaps as well as inform the team in the decision making processes for students.
- Possess exceptional knowledge in the use of assistive technology to support instruction
- Demonstrate the ability to plan and evaluate strategies for improving instruction
- Ascribe to the philosophy that all children can succeed and demonstrate the commitment to do what is necessary to make this a reality



- Demonstrate exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate.
- Facilitate team meetings that encourage collaboration with team members to develop appropriate Individualized Educational Plans aligned with the TDOE state framework
- Use ongoing assessments to maintain a record of student progress and make informed decisions for learning.
- Understand how to progress monitor students and keep organized data to monitor progress
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to accurately assess student skills and understandings.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in ongoing professional development to increase knowledge and skills to support students with disabilities.
- Engage parents in the learning process, empowering them with skills and techniques to support the development of their child.
- 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.
- Provide leadership to others through example and sharing of knowledge/skill.
- Provide direction, supervision, and evaluation of educational assistants as directed.
- Comply with School Board policies and all state/federal rules and regulations.
- Complete all district and state reporting requirements, keeping Special Education documents in compliance.
- Perform other assignments 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 Index

## **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.

*The director reserves the right to consider this candidate for any other position for which they may be qualified.*