

## Special Education Teacher Job Description 2024-2025 School Year

### **JOB SUMMARY:**

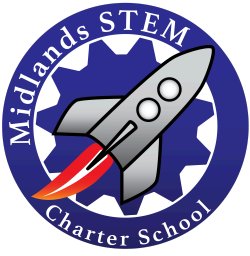
The special education teacher is responsible for working with the special education coordinator to provide educational instruction to students with mental, psychological, learning, behavioral, or physical disabilities. The main goal of a special education teacher is facilitating the special education learning processes that are needed to maximize the growth potential of students with exceptional learning needs. Work is performed under the supervision of the special education coordinator and principal.

### **Essential functions of the job may include but are not limited to the following:**

- Managing a caseload of special education students and the implementation of their IEP plans in various settings.
- Maintaining student files (paper and electronic) according to school and OSSE standards with confidentiality and fidelity.
- Ensuring compliance and appropriate delivery of both high quality special education instruction and related services as stipulated in IEP plans.
- Attending IEP meetings using a strengths based and family centered approach.
- Effectively communicating to parents and guardians the special education process including process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well as parental rights granted by IDEA.
- Ensuring IEPs are developmentally appropriate, curriculum/standards -based, strength based, and relevant to individual students.
- Working to maintain school and LEA tracking and data systems that includes: student information related to IEPs, services, service hours, evaluations, MDT referrals, timelines in which evaluations were completed and discipline incidents documented.
- Supporting the planning of special education initiatives and the implementation of initiatives.
- Integrating new developments, research findings and best practices into ongoing programs and new initiatives.
- Identifying and implementing appropriate curriculum and school based assessments to support the academic growth of students with IEP plans.
- Gathering and report data for all reporting requirements concerning students with IEP plans and other required reports (to the State, Department of Education, census, grant applications, annual report, etc.). Examples: Child Count and COSF
- Maintaining a high level of knowledge regarding developing special education issues such as changes in federal and local special education policy.
- Establishing and maintaining communication with parents of students in the program.
- As appropriate connecting with student's outside providers, pediatricians, and therapists to support student's classroom needs

### **Other functions of the job include but are not limited to the following:**

- Advocating for special education with school leadership.
- Overseeing special education inventory of equipment / materials.
- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Encourage parent and community involvement, obtain information for parents when requested, promptly return phone calls and answer emails.
- Participate in appropriate professional activities.
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations as directed.
- Ability to establish and maintain cooperative and effective working relationships with others.
- Ability to communicate effectively orally and in writing.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Knowledge and implementation of relevant technology.
- Other duties as assigned.



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### Knowledge Skills and Ability Required:

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.

- A minimum of a Bachelors Degree and certification in Special Education
- Meet professional teacher education requirements of school, district and state.
- Be "highly qualified" in accordance with the No Child Left Behind Act of 2001 and have: a
- Demonstrate an advanced understanding of instructional strategies for students with autism, developmental delay, specific learning disabilities, and behavior disorders.
- Extensive background knowledge with EASY IEP
- Demonstrate strong skills in partnering with families.
- Demonstrate excellent oral and written communication skills and the ability to communicate effectively with a diverse group of colleagues, parents, families, and community members.
- Be committed to meeting the needs of a diverse student population.
- Have a track record of being a team player and community minded.
- Have excellent time-management skills, attention to detail, and ability to work independently.
- Adhere to a high level of professional and ethical standards.

### Physical Requirements

Regularly required to sit, stand, walk, talk, hear, operate a computer, hand-held learning devices and other office equipment, reach with hands and arms, and must occasionally lift and/or move up to 30 pounds.