

JOB DESCRIPTION

Fayetteville City School System

TEACHER – SPECIAL EDUCATION

Purpose Statement

The job of Special Education Teacher was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within established curriculum guidelines; collaborating with other teachers, other professional staff and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to School Principal.

Essential Functions

- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
- Adapts classroom work, after collaborating with other teachers in full inclusion classrooms, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administers, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communication expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.

- Participates in a variety of meetings, including IEPs, GEIT Meetings, and 504 meetings for the purpose of conveying and/or gathering information required to perform functions.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, IEPs, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state and federal laws and school board policies.

Other Functions

- Performs other related duties as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions to the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience is required

Clearances: Criminal Justice Fingerprint/Background Clearance

Education: Bachelor's degree in job related area

Continuing Education/Training: Maintain Licensure

Certificates and Licenses: Teachers Certification and/or License