



Lead Teacher, Special Education (LTSE)

Reports to:	Senior Coordinator, Special Education (Area Schools)	Structure/Grade:	LT - Schedule
Division:	School-Based	Workdays:	192 Days

Position Summary

Facilitates and provides specialized expertise in instructional and behavioral support for students with disabilities. Identifies educational needs and provides classroom support for teachers of students with disabilities.

Essential Job Duties

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Plan collaboratively with Area team, school leaders, district coordinators, and teacher leaders to ensure quality instructional planning and curriculum delivery are evident in general education and special education classrooms – particularly in service of students with disabilities
- Utilize school, grade level, and department outcome data to identify patterns and trends in student achievement for students with disabilities.
- Improve the instructional programming for students with disabilities by supporting teachers with the implementation of Specially Designed Instruction and integration of Assistive Technology and classroom accommodations.
- Model effective lessons for teachers within all instructional settings in which students with disabilities are served (i.e., co-taught, resource, self-contained, etc.)
- Ensure special education teachers participate in collaborative planning to implement grade-level Tiers 1-3 instruction, as demonstrated through a multi-tiered system of supports (MTSS) within the models of effective co-teaching.
- Collaborate with Professional Learning Facilitators, Academic Coach Coordinators, Curriculum and Instruction Coordinators, Special Education Coordinators, and EL Studies Coordinators to elevate the learning conditions and experiences for students with disabilities
- Collaborate and align work/tasks with other instructional support staff to ensure clarity, consistency, and coherence of the district instructional framework, District curriculum, and District strategic plan in support of students with disabilities.
- Plan and conduct small groups, school-wide, and area professional learning opportunities for teachers and leaders, to address content and pedagogy for instructional improvement, in accordance with best practices for adult learners.
- Use assessment results to improve the instructional program and collaborate with school leader in the development of the Comprehensive School Improvement Plan (CSIP) to address the unique needs of students with disabilities.
- Support classroom teachers by providing strategies to increase students with disabilities access to the general curriculum, promote positive student behavior, and improve student outcomes.
- Assess student performance, conduct eligibility meetings, and chair initial Individualized Education Program (IEP) meetings and discipline IEP reviews to ensure compliance with local, state, and federal requirements



- Complete and maintain federal, state, and local documentation for maximum class size, Full-Time Equivalent (FTE), December 1 Counts, and other required reports.
- Support school leaders in the development of master schedules to align with students with disabilities and academic and behavioral needs.
- Consult and collaborate with parents, teachers, administrators, and other professionals regarding academic performance and educational programming for students with disabilities
- Performs other duties as assigned.

Qualifications

- Master's degree in Special Education, Educational Leadership, or a related field from a Professional Standards Commission-approved college or university required.
- A minimum of three (3) years of experience as a special education classroom teacher is required.
- Valid Georgia Professional Standards Commission approved director of special education endorsement required or Valid Georgia Professional Standards Commission approved certificate in educational leadership at level SRL-5, SRNL-5, PL-6, or above required.

Knowledge, Skills, and Abilities

- Knowledge of effective professional development models that lead to increased student achievement; literacy, writing, and mathematics curriculum and best practices; curriculum guidelines for the school system and state requirements; standardized testing in accordance with school district policies and state laws; DCSD policies, programs, and procedures pertinent to learning disabilities
- Knowledge of measurement systems and educational assessment and special education laws and regulations; assistive technology
- Knowledge of behavior management and general and functional curriculum and curriculum and testing accommodations/modifications; differentiated instruction; learning styles; and collaborative teaching
- Skilled in educational approaches for planning and implementation of intervention programs for students and families
- Skilled in instructional programming; organization and time management
- Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional, and physical abilities and disabilities
- Ability to provide individual and group instruction in the classroom and specialized facilities
- Ability to enhance student competence and incorporate formal and informal outside resources into educational processes
- Ability to use relevant computer applications, prioritize assignments, and manage multiple tasks simultaneously
- Effective oral, written, and interpersonal communication skills

Physical Demands and Work Environment

- Constantly operates a computer and other office machinery.
- Frequently remains in a stationary position.
- Occasionally moves about inside an office.

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter, or discontinue these reference materials for any reason.

Reviewed/Revised: 3/12/2025



- Occasionally moves office equipment weighing up to 25 pounds.
- Constantly works in an indoor environment.

By signing below, I agree that I have read and understand the requirements and the essential functions of this position.

Employee: _____ Date: _____

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