



## **Job Description: Special Education Teacher**

<b><u>Date Updated:</u></b>	November 16, 2016	<b><u>FLSA Status:</u></b>	Exempt
<b><u>Reports To:</u></b>	Principal	<b><u>Employee Group:</u></b>	FREA
<b><u>Hours Per Day:</u></b>	7.5	<b><u>Days Per Year:</u></b>	191

### **Qualifications:**

- Certification in all curricular areas as required by the PA School Code of 1949, P.L. 30 No. 14 Section 1201
- Current PA Special Education
- Master's Degree in Special Education preferred
- Experience with students with Intellectual Disability preferred
- Child Abuse, PA State Criminal History and PDE FBI Clearances as required by the Child Protective Services Law and PA School Code

### **Duties and Responsibilities (including but may not be limited to):**

1. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.
2. Plans a program of study within the district-approved curriculum.
3. Prepares for classes assigned and maintains accurate and complete records as required by law, district policy, and administrative regulations.
4. Develops lesson plans and utilizes instructional techniques that provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.
5. Demonstrates the ability to teach the content effectively in the subject(s)/grade(s) assigned.
6. Diagnoses the learning needs of students on a regular basis, seeking the assistance of district specialists, as required. Delivers the classroom components of IEP's and Service Agreements of identified special needs students.
7. Assesses the students' accomplishments on a regular basis and provides progress reports as required.
8. Communicates with parents through conferences and other means to discuss pupil's progress and interpret the school program.
9. Uses discretion in professional matters, i.e., confidential information, mutual respect for others, and appropriate personal conduct.
10. Develops reasonable classroom rules and maintains order in the classroom in a fair and just manner.
11. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
12. Strives to maintain and improve professional competence.
13. Provide onsite training, consultation, and technical assistance in all areas of transition programming for IU and school district personnel.
14. Assist in the restructuring of secondary curriculum to allow for transition activities as an appropriate alternative to a traditional curriculum.
15. Assist school districts with strategies to involve adult service providers, employers, and potential participants in transition planning meetings.
16. Represent WIU at regional and state meetings concerning transition.
17. Manifestation Determination meetings when applicable.
18. Promote interagency collaboration related to transition activities with community agencies, Office of Vocational Rehabilitation, Juvenile Services, Behavioral Health, intellectual development, and adult services, and Child Welfare Office. Meet periodically with community agencies and Task Forces involved with training and employment.
19. Facilitate and gather statistical data/information regarding transition services and postsecondary Followup studies on transition students.
20. Update Transition Handbook/Community Resource Directory for parents, students, counselors, teachers, and community agencies.
21. Assist school districts to establish, maintain, and disseminate community resource guides that identify county/geographic specific adult services available for special education students of all levels of disabilities – includes potential college, postsecondary, and supported employment opportunities.
22. Develop procedures for evaluation of problems in the area of transition, facilitate team decisions and interagency collaboration in problem resolution.
23. Assist in procuring outside funding for Transition and Training Programs.
24. Perform any duties and responsibilities that are within the scope of employment, as assigned by the Principal, Assistant Principal or designee.

*\*If there are special circumstances surrounding a candidate's minimum qualifications, a detailed letter should be included.*

### **Physical Demands:**



- Regularly stand, walk, and sit
- Frequently sit
- Frequently repeat the same hand, arm, or finger motion many times (e.g. data entry)
- Frequently hand/grip strength
- Frequently type nonstop
- Frequently use finger dexterity (e.g. typing, manipulative)
- Frequently lift up to 10 pounds from floor to waist/waist to shoulder
- Frequently carry 10 to 25 pounds. Example of distance items are carried: frequently computer, briefcase, printer at least 25 yards
- Occasionally walk, stand, sprint/run
- Occasionally bend/twist at the neck/trunk more than the average person
- Occasionally squat/stoop/kneel
- Occasionally reach forward
- Occasionally manual dexterity (e.g. opening items)
- Occasionally lift up to 10 pounds from shoulder to overhead
- Occasionally lift up to 11 to 15 pounds from floor to waist
- Occasionally push/pull 25 to 50 pounds.
  - Examples of items that are pushed or pulled: occasionally boxes, tables, wheelchairs
- Terrain items pushed or pulled on is occasionally carpeted floor, tiled floor
- Occasionally is required to lift and/or push up to 25 lbs
- Occasionally required to stoop, kneel or crouch

**Sensory Abilities:**

- Specific vision abilities required by this job include close vision, distance vision and depth vision perception
- Good hearing abilities required

**Work Environment:**

- Standard classroom/office setting including standard office equipment

**Required Knowledge, Skills and Abilities:**

- Interpret, analyze, and problem solve.
- Communicate effectively with individuals with diverse levels of education and abilities.
- Able to maintain daily time record in time management system

**Evaluation:** Performance of this job will be evaluated annually in accordance with provisions of the applicable policies of Franklin Regional School District and the FREA collective bargaining agreement.

**Hiring Practice:** The school district's hiring policy is that the best candidate will be selected based on the recommendation of the Interview Team and the Superintendent or designee.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

EOE

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Employee Name Printed

Employee Signature

Date