



Teacher - Special Education K-8 - Harrisburg S D

Job Description

JOB INFORMATION

Title: Teacher - Special Education K-8 - Harrisburg S D

FLSA:	Exempt	X Non-Exempt
Employee Group:	Professional	
Shift:		
LastEditedOn:	2/2/2018 10:40:58 AM	
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Locations: X Building Central Office

ORGANIZATION

County: Dauphin
Entity: Harrisburg S D
Department:
Reports To: Principal

JOB SUMMARY

To render diagnostic, prescriptive and educational services and assistance in a variety of instructional settings to the professional team and to students with one or more disabilities who require specially designed instruction pursuant to an Individualized Education Program (IEP) (exceptional students); to create or assist in creating a flexible, age and grade-appropriate instructional program and a class environment favorable to learning, personal growth; to establish appropriate effective rapport with students; to motivate students to develop skills, attitudes, and knowledge needed to provide a good foundation for further education, in accordance with each student's ability; and to establish appropriate, effective relationships with parents and with other staff members.

Essential Functions

Essential Functions	% TIME
Teaches specified subjects within area permitted by specific certification with appropriate modification to the general curriculum pursuant to each student's IEP.	25%
Assists with developing or develops lesson plans, instructional materials; assists with or provides individualized and small group instruction in order to adapt the general curriculum to the needs of each student and to meet the requirements of the student's IEP.	10%
Uses appropriate diagnostic and evaluative methods to ascertain the effectiveness of an exceptional student's IEP. Identifies when modifications may be required to the IEP, additional evaluation may be warranted or further modifications to curriculum and teaching strategies could be used to address concerns about a student's progress. Promptly addresses or initiates contact with the individuals required to address such concerns and monitors progress and results.	10%
Provides support to regular education teachers and instructional and non-instructional assistants working with exceptional students. Identifies student needs and cooperates with other professional staff members in assessing and helping exceptional students solve social, emotional, behavioral, and academic issues.	10%
Continually monitors and assesses the progress of each student to evaluate the student's progress toward achieving the educational goals and objectives set forth in the student's IEP and progress in the general curriculum. Attends Evaluation Report and Re-evaluation Report (ER) and IEP meetings, writes or assists with the development of ERs and IEPs for exceptional students. Facilitates securing information needed for such meetings or as a result of such meetings. Ensures all documentation related to a student's special education is complete, up to date and properly filed in accordance with District policies and practices.	10%
Assists with ways to determine appropriate modifications for uses in technology, research based instructional methods, effective strategies techniques and learning materials to enhance each student's progress toward meeting the goals and objectives of the IEP and to progress in the general curriculum.	5%

Participates in case conferences about exceptional students. Communicates with parents through conferences and other means to discuss their child's progress and to interpret the school program and the student's IEP.	5%
Establishes and maintains standards of student behavior needed to learning and a safe and inspiring learning atmosphere. Supervises students in out-of-classroom activities during the assigned working day or beyond the working day when involved in an extended field trip or learning activity.	5%
Demonstrates understanding of and abides by federal, state, and local school laws and regulations; mandated programs; District policies and administrative regulations. Reviews and abides by Pennsylvania Code of Professional Practice and Conduct for Educators.	5%
Administers group standardized assessments in accordance with district assessment program and as modified for particular exceptional students in their IEPs.	5%
Maintains professional competence and keeps abreast of new developments in the field through professional development education activities provided by the district or through self-selected activities. Participates in curriculum development programs as required, faculty committees, and the sponsorship of student activities.	5%

Performs other duties as assigned.

Performs in accordance with school policy, administrative regulations, state and federal laws.

QUALIFICATIONS

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.

Education

<i>Education Level</i>	<i>Education Details</i>	<i>Req</i>	<i>Pref</i>
Bachelors Degree		X	

Licenses and Certifications

<i>Enter Licenses/Certifications</i>	<i>Lic/Certification Details</i>	<i>Req</i>	<i>Pref</i>
Special Ed, teaching certificate in Pre K - 8		X	

TRAVEL REQUIREMENTS

<i>Est. Amount</i>	<i>Brief Description</i>
5%	

Analytical Demands

- ☒ Recurring analytical demands. Analysis involves gathering and interpreting data to resolve problems of moderate complexity (e.g., diagnosing equipment malfunctions to determine probable cause for breakdown and/or most appropriate means of correction).

Supervision

- ☒ No supervisory duties.

Sensory Abilities

- ☒ Visual acuity and auditory acuity.
- ☒ Ability to communicate effectively in all aspects of the job.

Temperament

- ☒ Must possess excellent interpersonal skills.
- ☒ Ability to make judgments and work under high level of stress.

Temperament

- ☒ Must be cooperative, congenial, and service oriented.
- ☒ Able to make judgments and work in situations that may be stressful.
- ☒ Ability to work as a coordinator and a member of a team.
- ☒ Must be courteous and able to effectively manage job responsibilities.
- ☒ Must be cooperative, congenial, service oriented, and promote these qualities.
- ☒ Ability to work in an environment with frequent interruptions.
- ☒ Ability to be respectful and empathetic.

Cognitive Ability

- ☒ Ability to communicate effectively.
- ☒ Ability to organize tasks.
- ☒ Ability to exercise good judgment.
- ☒ Ability to follow written and verbal directions, to read and write, to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- ☒ Ability to establish and maintain rapport with students, parents, athletic staff, alumni, Board members, booster groups, staff, co-workers, and general community.
- ☒ Ability to work on multiple tasks and prioritize appropriately.
- ☒ Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- ☒ Maintains productive working relationship with immediate supervisor.

Specific Skills

- ☒ Demonstrates effective classroom management skills.
- ☒ Must possess active listening skills.
- ☒ Must possess conflict mediation skills.
- ☒ Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- ☒ Able to adjust to changes in the work environment.
- ☒ Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- ☒ Maintains a good attitude toward administration, fellow employees and the public.
- ☒ Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- ☒ Proofreads work for grammar and spelling accuracy.
- ☒ Ability to compose clear, concise sentences and paragraphs.
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Workplace Expectations

- ☒ Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- ☒ Promotes a positive team environment through active cooperation with others.
- ☒ Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- ☒ Shows initiative and works with minimal supervision.
- ☒ When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- ☒ Responds appropriately to supervision and direction.
- ☒ Dresses appropriately for job environment.
- ☒ Ability to follow directions and give direction to others.
- ☒ Ability to work independently and make work-related decisions.
- ☒ Ability to exercise good judgment in prioritizing tasks.
- ☒ Ability to communicate effectively at all organizational levels.
- ☒ Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- ☒ Ability to appropriately handle confidential information in accordance with District policies.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standard ADA Settings

Standard ADA Selection	Office
	X Classroom
	Other(to include Physically Demanding Positions)

This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.

Physical Demands

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

	Physical Demand	Rarely	Occasionally	Frequently	Constantly	Weight
<input checked="" type="checkbox"/>	Sitting		X			
<input checked="" type="checkbox"/>	Standing			X		
<input checked="" type="checkbox"/>	Walking			X		
<input checked="" type="checkbox"/>	Talking: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Hearing: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Vision: Near, midrange, far, peripheral, depth and color				X	
<input checked="" type="checkbox"/>	Driving Requirements (personal vehicle, and/or company vehicle):	X				
<input checked="" type="checkbox"/>	Machines or tools used: Computer:			X		
<input checked="" type="checkbox"/>	Machines or tools used: Telephone			X		
<input checked="" type="checkbox"/>	Pushing/Pulling/Lifting(Enter Weight)		X			

The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.

Working Environment

	Working Condition
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- ☒ Typical Office Environment
- ☒ Subject to inside environmental conditions
- ☒ Subject to outside environmental conditions

- ☒ Typical athletic training office/facility/environment
- ☒ May be exposed to hazardous materials, body fluids, or disease
- ☒ Typical classroom environment