



NORTH ALLEGHENY SCHOOL DISTRICT

JOB PROFILE: Gifted Support Teacher

Reports to: Assistant Principal/Principal and/or Assistant Superintendent

Classification: Professional

Hours/Day: 7.75

Days/Year: 195

Purpose/Summary

The Gifted Support Teacher establishes a specialized program that promotes social, emotional, physical, and intellectual growth by providing rich and engaging experiences. The teacher establishes effective rapport with students, motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for learning, in accordance with each student's ability. Serves as an advocate for the special education population and assists with student adaptations and accommodations throughout the school environment. Creates and maintains good relationships with parents and other staff members.

Essential Duties and Responsibilities

- Develops lesson plans to reflect District curriculum and meet students' varying needs.
- Establishes clear objectives for all lessons, units and projects; and communicates those objectives to students.
- Instructs through a variety of learning activities in a variety of subject areas including science, social studies, language arts, math, and English.
- Observes and evaluates students' academic performance, behavior, and social development.
- Recognizes and accommodates individual student differences, abilities, and learning style when providing instruction and assessing progress.
- Establishes and enforces rules for positive behavior and procedures for maintaining a learning culture among the students.
- Promotes and provides a comfortable classroom environment that fosters constructive relationships, facilitates student engagement, and promotes learning.
- Collaborates and communicates with parents, education personnel and other service providers to develop and implement Individual Education Plans (IEP) designed to increase student learning through specially designed instruction and accommodation for students' needs.
- Communicates and collaborates with school personnel regarding academic planning and professional issues, including knowledge and use of best practices in developing rigorous and relevant curricula for instructional delivery.
- Enforces and follows all administrative policies and rules governing students.
- Demonstrates ongoing, professional growth and competency by utilizing current teaching strategies, instructional resources, and materials.
- Maintains accurate and complete student records as required by District policies.
- Maintains and communicates accurate Special Education paperwork, data, and student files in compliance with federal and state regulations and District guidelines.
- Supervises students and directs paraprofessionals in accordance with student programming. Is responsible for the overall management, instruction, and evaluation of the students.
- Carries out supervisory responsibilities in accordance with the organizations policies and applicable laws.
- Other duties as assigned by the Assistant Principal, Principal, Assistant Superintendent, or Superintendent of Schools.

Education and/or Experience

- Bachelor's Degree required
- Education experience preferred

Certifications, Licenses, Registrations

- Pennsylvania State Teaching Certification required
- Act 34/151/114/126/168 Clearances/Certifications required

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill and/or ability required.

Knowledge and Abilities

Knowledge of current research, theory and instructional practices and ability to apply that knowledge to positively impact learning. Knowledge of federal and state special education regulations and ability to apply all aspects of this information. Ability to think critically and problem solve, especially as it relates to human learning and behavior. Knowledge of educational protocol and procedures and ability to implement these processes into the classroom setting.

Academic Skills - Knowledge of curriculum writing, assessment, principles and methods of curriculum and instruction and strategic planning. Knowledge of classroom management, social development, assessment, and evaluation. Knowledge of special education and ability to adapt instruction as it relates to the general classroom environment. Knowledge of brain research and ability to understand and apply this information to teaching. Knowledge of discipline policies and ability to make decisions to appropriately manage student behavior.

Language Skills – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Must possess the ability to use the language in both oral and written form. Be able to listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze and interpret professional journals.

Math Skills – Knowledge of arithmetic, algebra, geometry, statistics, and their applications. Possess the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Possess the ability to analyze and interpret data, particularly test scores.

Technology Skills – Be able to utilize programs such as Microsoft Office Suite, Google Docs, and the District grading/ attendance packages. Be able to access, generate and analyze student assessment data. Be able to utilize email, Intranet, and the Internet to find and evaluate resources, be able to record video and audio clips, and embed relevant online material into instruction. Ability to be flexible and embrace “just in time” instruction. Implement the use of technology throughout the instructional process. Ability to adapt instruction as it relates to a cyber classroom environment.

Reasoning Ability - Ability to understand and interpret state and national standards and to integrate those standards effectively throughout the curriculum of a high performing school district. Ability to observe students and evaluate student data to make decisions that improve the instructional process.

Other Skills and Abilities

- Must possess the ability to maintain a high emotional energy and display enthusiasm for the special education teaching and learning environment.
- Ability to influence and impact ongoing development through building effective relationships of trust and respect of individuals with varied personalities and learning needs.
- Ability to exhibit a high level of confidentiality.
- Must develop effective coping strategies for dealing with the high expectations, frequent demands, and significant responsibility of effectively supporting the educational process of students.
- Must be able to react quickly in volatile situations and maintain composure even under stressful conditions.
- Must be able to advocate for students to create a positive learning environment.
- Possess imagination, patience, creativity, sound judgment, logical reasoning, and analytical and problem-solving capabilities.
- Ability to make equitable decisions with sound emotional judgment.
- Must be able to concentrate with numerous interruptions.
- Maintain effective working relationships with students, parents, staff, and the community.
- Ability to understand and facilitate needs of various personality types.
- Ability to perform duties with awareness of all District policies and professional obligations.


Physical Demands

When performing activities throughout the day related to the educating of students, the teacher spends the majority of the day standing in the classroom. He or she must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist on an occasional to frequent basis.

Must be able to exert up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects (textbooks and materials). The teacher often moves children's desks and chairs to change the layout of the classroom to influence the learning situation. The teacher must see and hear on a continuous basis as well as speak frequently. Positions may vary from standing, sitting, or walking. On a rare occasion it may be necessary to move quickly, run, etc. over smooth to uneven surfaces such as on asphalt, pea gravel, on the playground, or on the grass. The teacher must have manual dexterity to use office equipment, manipulate books and other learning materials, and assist students with various activities. The teacher must have repetitive movement of fingers and hands for keyboarding.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Sedentary (S)	Light (L)	Medium (M)	Heavy (H)	Very Heavy (V)
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.

Work Environment				
The work environment will vary from potentially very loud situations such as cafeterias and playgrounds to more moderate situations such as classrooms or large group professional settings. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned and heated environments under florescent lighting.				
Primary Work Location				
Office Environment		Shop		
Classroom/Building		Vehicle		
Outdoors		Travel		
Gifted Support Teacher				
Physical and Non-Physical Demands Key				
C - Continuously	F - Frequently	O - Occasionally	R - Rarely	N - Never
2/3 or more of the time	From 1/3 to 2/3 of the time	Up to 1/3 of the time	Less than 1 hour per week	Never occurs
Standing	C	Crawling		R
Sitting	O	Bending		F
Walking	C	Twisting		R
Lifting	O	Climbing		R
Carrying	O	Balancing		R
Pushing/Pulling	O	Vision		C
Reaching	O	Hearing		C
Handling	O	Talking		C
Fine Dexterity	C	Foot Controls		C
Kneeling	F	Teamwork		C
Crouching	F	Tedious or exacting work		C
Time Pressures	C	Noisy or distracting environment		F
Emergency Situations	R	Other (Specify):		
Frequent Change of Tasks	F	Other (Specify):		
Irregular Work Schedule/Overtime	R	Other (Specify):		
Multi-Tasking	C	Other (Specify):		
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 individuals currently holding this position and additional duties may be assigned.				
Director of Human Resources Signature				
Date of Approval		6/4/21		