

JOB DESCRIPTION
Keene School District

SPECIAL EDUCATION TEACHER

Purpose Statement

The job of Special Education Teacher was established for the purpose/s of developing special education students' success in academics, interpersonal skills and activities of daily living by implementing best educational practices for students with educational disabilities, the SAU 29 Special Education Procedures Manual and the New Hampshire Rules for the Education of Children with disabilities. This position also has the purpose of case management through development of Individual Education Programs (IEPs), documenting teaching and student progress/activities, outcomes; addressing students' specific needs; providing a safe and optimal learning environment; providing feedback to students, parents and administration regarding student progress, expectations, goals, communicating with state and area agencies, etc. This position also requires that a high level of confidentiality be maintained.

This job reports to the principal or designee.

Essential Functions

This position is responsible for all of the functions included in the teacher job descriptions for the various grade levels. Additional Special Education specific functions include the following.

- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study; as well as to progress in the general education curriculum.
- Develops and maintains IEPs, accompanying paperwork for the purpose providing coordinated and cohesive support for students which complies with district, state and federal requirements.
- Adapts classroom instructional assignments for the purpose of providing students with instructional materials that address Individual Education Programs (IEPs) within established lesson plans.
- Administers and interprets curriculum-based assessments and/or subject specific assessments for the purpose of assessing student competency levels and/or developing and monitoring IEPs.
- Administers developmental assessments as needed for the purpose of assessing student competency levels and/or developing and monitoring IEPs.
- Administers, under supervision, first aid and assistance to medically fragile children (e.g., tube feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations and students' achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment; and communicating progress on IEP goals and objectives.

- Collaborates and consults with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes and achieving established classroom objectives in support of the school improvement plan.
- Maintains confidentiality of student and family information and educational records as outlined in FERPA.
- Manages student behavior for the purpose of providing a safe and optimal learning environment and facilitates the development of effective strategies for use by the student and staff.
- Monitors students in a variety of educational environments (e.g., classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment and implementation of IEP goals.
- Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of written materials (e.g., IEPs, grades, attendance, anecdotal records, federally required paperwork, 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 Education Code and district policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing issues to appropriate personnel for resolution.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or IEPs.
- Conducts formal and informal assessments, summarizes assessment results via reports and presents findings to team members for the purpose of supporting students and other team members and to progress IEP goals.
- Coordinates and provides professional development for professionals, administrators, paraprofessionals, family members and the general community regarding best practices of inclusive education and communication supports for the purpose of providing multifaceted support for students and their families, as needed.
- Directs special education paraprofessionals and tutors for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Facilitates meetings for the purpose of increasing shared understanding of an issue, shared decision making, planning, problem solving, writing IEPs and/or other federally mandated documents.
- Implements IEPs and coordinates comprehensive related services for the purpose of providing a coordinated, inclusive program.
- Models methods and behaviors required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.

- Presents written and oral information to team members in a clear and organized manner for the purpose of increasing knowledge and skills and to affect attitudes.

Skills, Knowledge and Abilities

SKILLS: 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 databases (i.e., Microsoft Office suite, NHSEIS, Performance Tracker, etc.) and preparing and maintaining accurate records.

KNOWLEDGE: Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities/behaviors; cognitive styles, beliefs, emotional states; codes/laws/rules/regulations/policies; community resources; current and emerging augmentative and alternative communication and assistive technology, child development, research-based instructional strategies and interventions and FERPA.

ABILITIES: Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships with school-wide committees; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; promoting the development of students' self-determination and promoting leadership skills of students' families by connecting them with community-based self-advocacy and community resources.

Working Conditions

The usual and customary methods of performing the job's functions require the following physical demands: Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a generally clean and healthy environment.

Minimum Qualifications:

Education: Bachelor's Degree in General Special Education; Master's Degree and/or advanced endorsement preferred.

Certificates & Licenses: Must hold or be eligible to hold NH Special Education Teacher Certification

Approval Date: 1/22/13 WW