

## **TIMBERLANE REGIONAL SCHOOL DISTRICT- SAU #106**

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| <b>POSITION TITLE: Specialist (PreK-12) Related Services</b>  |
| <b>Date: 5/23/24</b>  |
| <b>Reports to: Building Principal /Director of Special Education</b><br><b>Supervises: No</b><br><b>Affiliated Position TTA</b><br><b>Terms of Employment: Full -Time, 187 Days, Exempt</b> |

### **SCOPE:**

A TRSD specialist's primary purpose is to provide instruction for students in specific content and leveled skills. Specialists will perform the duties required by NH RSA186-C and which are a direct result of a student's needs for an Individualized Education Plan.

### **POSITION DUTIES AND RESPONSIBILITIES per TRSB policy GCA-Professional Staff Positions**

- The specialist shall be academically qualified in the area they are to instruct and should demonstrate a competence at transmitting learning to the student and the manner and means of accumulating, assimilating, and evaluating the knowledge associated with his/her academic field.
  - Demonstrates knowledge of special education rules and regulations, and maintains reporting systems.
  - Plans and implements lessons or identified services that employ a variety of instructional techniques that, when implemented, meet the specialized needs and capabilities of the individuals or student groups involved.
- The specialist should demonstrate an awareness of other academic fields and special education rules and regulation, and should possess a reasonable and responsible attitude toward the education of the whole child.
  - Understands how students learn and develop cognitive, linguistic, creative, social, emotional, and physical skills, and collaborates with other faculty and staff to meet individual student needs.
- The specialist must be aware of various instructional trends and participate in exploration of possible changes in method or content of instruction.
  - Has a growth mindset, engaging in professional development opportunities and implementing district initiatives, and staying current with content to employ a variety of specialized instructional techniques.
- The specialist shall demonstrate an ability to control the situations encountered in the performance of duties while exhibiting the proper respect for the dignity and worth of each individual.
  - Creates an environment that is conducive to learning and appropriate to the developmental level of students that fosters interest and engagement, and respect for the community.
- The specialist shall demonstrate the ability to define the objectives of instruction and the ability to assess the results of the efficiency and effectiveness of the instruction.
  - Administers and interprets assessments, utilizes data (evaluations, comprehensive diagnostic assessments, and ongoing progress monitoring) to inform specially designed instruction, and to communicate student progress or concerns.
- Acts as a team leader for Medicaid and is responsible for 30 day reviews and submission of Medicaid paperwork that is relative to their position and license as assigned by administration.
- Maintains confidentiality of information.
- Must comply with all Timberlane School District policy and building / department rules, procedures,

practices, and objectives.

- Performs all duties in a professional and appropriate manner while interacting with students, parents, faculty, administration, and co-workers.
- Performs other tasks and assumes other responsibilities as assigned by their supervisor.

## **MINIMUM QUALIFICATIONS:**

### **Education and Experience:**

Master's Degree from an accredited college or university. Physical Therapist positions require a Doctorate in Physical Therapy from an accredited college or university. *\* If PT License was received prior to 2016, a Master Degree in Physical Therapy from an accredited college or university is required. If PT License was received prior to 2012, a Bachelor's Degree (in a closely related field from an accredited college or university) and a certificate in PT is required.*

### **Necessary Knowledge, Skills, and Abilities:**

- Excellent oral and written communication skills.
- Proficient with technology, including relevant software applications.
- Preparing and maintaining accurate records.
- Instructional procedures and practices.
- Stages of child development/behavior.
- Curriculum and lesson planning and development.
- Appropriate student learning activities.
- Communicating with diverse groups and individuals, including students and parents.
- Understanding and applying formative and summative assessment information.
- Collaborating and working as part of a team.
- Excellent written and oral communication skills.

## **LICENSURE AND CERTIFICATION REQUIREMENTS:**

State of New Hampshire Office of Allied Health Professionals License as a Certified Occupational Therapist, Physical Therapist or Speech and Language Pathologist. Certified as a Board Certified Behavioral Analyst in NH.

Valid state driver's license

## PHYSICAL ACTIVITY REQUIREMENTS:

### **Primary Physical Requirements\*:**

(Not, Rarely, Occasionally, or Frequently Required)

|                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs:            | Occasionally required |
| 2. Lift 11 to 25 lbs:            | Occasionally required |
| 3. Lift 25 to 50 lbs:            | Rarely required       |
| 4. Lift over 50 lbs:             | Rarely required       |
| 5. Carry up to 10 lbs:           | Occasionally required |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Rarely required       |
| 8. Carry over 50 lbs:            | Rarely required       |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Occasionally required |

### **Hand Manipulation\*:**

(Not, Rarely, Occasionally, or Frequently Required)

|                            |                                   |
|----------------------------|-----------------------------------|
| 1. Grasping:               | Frequently required               |
| 2. Handling:               | Frequently required               |
| 3. Torquing:               | Rarely required                   |
| 4. Fingering:              | Frequently required               |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX |

### **Other Physical Consideration\*:**

(Not, Rarely, Occasionally, or Frequently Required)

|               |                       |
|---------------|-----------------------|
| 1. Twisting:  | Occasionally required |
| 2. Bending:   | Occasionally required |
| 3. Crawling:  | Rarely required       |
| 4. Squatting: | Occasionally required |
| 5. Kneeling:  | Occasionally required |
| 6. Crouching: | Occasionally required |
| 7. Climbing:  | Rarely required       |
| 8. Balancing: | Rarely required       |

### **Cognitive and Sensory Requirement(s):**

**Summary of Occupational Exposures:** Bodily fluids and office/classroom cleaning products.\*\*

Applicants will be subjected to a criminal background check required by state law.

*The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.*

*\*External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.*