

Surry County Public Schools

Position Specification

Title: Special Education Teacher

Division: Curriculum and Instruction

FLSA: Exempt

General Statement of Job

Under supervision of school principal instructs students and facilitates the learning activities toward the attainment of educational goals within the scope of curriculum goals as established by the School Board.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Assist with implementation of behavior management and/or medical management plans;
Handle student toileting, change student clothes as needed, and provide sponge baths as needed, if applicable;
Assist with student feeding to include: set-up and connect tube to stoma for Gastrointestinal feeding and provide proper care of tubing before and after usage; support students in cafeteria lines and eating in cafeteria/classroom during breakfast and lunch, as needed; prep foods and physically assist or feed students during breakfast and lunch, if applicable;
Provide guarded or direct assistance during transition changes from wheelchair to appropriate setting, i.e., changing table/mat or bean bag, stander, gait trainer, if applicable;
Assist with Occupational and Physical therapy as outlined in IEP;
Plan instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guides;
Provide medical assistance under the supervision of school nurse;
Design coherent instruction based upon knowledge of subject matter, current instructional practices, students, the community, and curriculum goals;
Diagnose individual, group and program needs and plans for the appropriate use of time, materials, and resources to match the ability and needs of all students;

Evaluate students' progress; provide students with specific evaluative feedback; maintain appropriate records and prepares progress reports;
Use a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning;
Administer standardized tests in accordance with established procedures;
Use appropriate materials, technology, and resources in a manner that promotes the development of critical thinking, program solving, and performance skills;
Select, evaluate, and refine a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning;
Implement a classroom management policy that fosters a safe and positive environment for all students and staff;
Ensure the adequate and safe supervision of students;
Create a supportive learning environment for all students;
Work collaboratively with staff, families, and community resources to support the success of a diverse student population;
Maintain licensure at the state and/or national level; assume responsibility for professional growth and keep materials, supplies and skills up-to-date;
Establish and maintain positive rapport with students;
Model professional, moral and ethical standards as well as personal integrity in all interactions;
Comply with and support school and division regulations and policies;
Work in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning;
Communicate with students, student counselors, and parents through conferences and other means;
Communicate regularly and effectively with students, parents/guardians, and fellow staff members;
Consistent with federal and state laws and regulations and only when necessary and employing the appropriate procedures under the circumstances, engage in a verbal or physical intervention to prevent a student from injuring self, peers, or staff members;
Participate in curriculum development, faculty committees, and student activity sponsorship, as requested; and,
Perform related duties as assigned by the building administrator(s) in accordance with the school/division policies and practices and as related to the learning process.

Education and/or Experience

Must possess minimum of Bachelor's Degree from an accredited college or university. Hold valid Virginia teaching certificate for the area of teaching in accordance with state law and regulation.

Certificates, Licenses, Permits: Virginia Teaching License

Knowledge, Skills & Abilities

Knowledge of curriculum of subject area, technology standards and division policies and practices.

Skill in effective problem solving, communication, organization, planning, record keeping and human relations.

Ability to demonstrate competency in the knowledge and implementation of technology standards.

Performance Factors:

Interaction with Others: Ability to communicate clearly and to develop and maintain positive interpersonal skills. Ability to be flexible to meet changing requirements. Ability to demonstrate sensitivity among diverse populations.

Concentration: Ability to maintain workflow in a variety of environments and situations. Ability to manage multiple tasks.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are given relative to a project that may be in process. Ability to maintain composure in challenging situations.

Independent Judgment: After receiving an assignment is able to complete work tasks without contact and precise direction.

Organizational Skills: Ability to establish priorities; manage multiple tasks; and, deliver a quality work project by a designated deadline.

Decision Making: Ability to make appropriate decisions.

Attention to Detail: Ability to recognize errors that detract from the accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing. Ability to demonstrate professionalism while interacting with others and to maintain positive working relationships.

Attendance and Dependability: Ability to be depended on for punctuality and faithful attendance. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

JOB TITLE: Special Education Teacher

DEPARTMENT: Curriculum and Instruction

ESSENTIAL ELEMENTS – JOB FUNCTIONS ASSESSMENT

Physical Requirements:

- Stamina
- Seeing-General
- Close Vision
- Color Perception
- Hearing/Listening
- Clear Speech-Simple
- Clear Speech-Complex
- Touching
 - Dexterity
 - Hand
 - Finger
- Smelling
 - Smoke
 - Food
 - Cleanliness
- Tasting
- Walking
- Lifting
- Pushing
- Pulling
- Typing
- Climbing Flights
- Carrying
- Kneeling
- Stooping
- Bending
- Sitting
- Flexibility
 - Upper Body
 - Lower Body
- Running Distance

- Standing
- Driving

Stress Factors:

- Repetition
- High Pressure
- Hazards
- Fatigue
- Boredom

Work Environment:

- Works Alone
- Works with Others
- Works around Others
- Verbal Contact with Others
- Face-to-Face Contact
- Shift Work
- Inside
 - Outside
 - Confined Areas
 - Extreme Heat/Cold
 - Temperature Change
 - Wet and/or Humid
 - Noise
 - Vibration
 - Mechanical Equipment
 - Electrical Equipment
 - Pressurized Equipment
 - Burning Materials
 - Moving Objects
 - High Places

- Fumes/Odors
- Dirt/Dust
- Gases

Mental Requirements:

- Reading-Simple
- Reading-Complex
- Writing-Simple
- Writing-Complex
- Clerical
- Memorization
- Analyzing
- Perception
- Judgment
- Decision-Making

Equipment:

- Computer
- Keyboard
- Telephone
- Calculator
- Fire Alarm
- Switchboard Console
- Television Monitor
- Kitchen Appliances
- Vacuum Cleaner
- Maintenance Tools

Other:

- Laundry Equipment