

JOB DESCRIPTION
Gary Community School Corporation

Job Title: Teacher – Special Education
Department: Special Education
Reports To: Building Principal
FLSA Status: Exempt
Job Status: Full-time, Certified
Funding Source: General or Federal Fund

PURPOSE STATEMENT

To provide each special needs student with a program that will enable the student to reach his or her fullest physical, emotional, psychological, and behavioral potential. To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

ESSENTIAL FUNCTIONS

The list of duties and responsibilities is illustrative only, and is not a comprehensive listing of all the duties and responsibilities performed by this position.

- Serves as Teacher of Record, monitors student progress and the implementation of the IEP for assigned students.
- Coordinates and supervises work experience and job-training programs involving the mentally handicapped.
- Works cooperatively with classroom teachers who have special needs students in regular classes, interpreting the abilities and disabilities of these students to the entire staff and assisting the students with regular class assignments.
- Confers frequently with parents and professional staff members regarding the educational, social, and personal problems of such students.
- Assists other professional staff members in resolving the unique psychological or disciplinary problems of each student.
- Counsels individuals and groups of special needs students with educational, occupational, and personal problems.
- Assists special needs students in making realistic assessments of their abilities and in establishing educational and occupational goals in managing these abilities.
- Provides motivation to students who have a short attention span.
- Undertakes continuing professional study in the psychology of the mentally handicapped student in teaching methods related to this field.
- Keeps attendance records and all other records pertinent to the special needs program for state reports.
- Participates in transition planning and preparation for adult life experiences.
- Takes responsibility for professional growth and development.
- Participates in case conferences concerning individual students as requested.
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitudes and social skills.

- Plans and monitors purposeful assignments or teacher aide(s) and volunteer(s), and assists in evaluating their job performance.
- Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
- Encourages students to set and maintain standards of classroom behavior.
- Guides the learning process towards the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Keeps abreast of new developments in the field by reading journals and publications, attending professional society meetings and seminars, and discussing problems of mutual interest with others in the field.
- Delivers instruction based on the curricular domains identified to meet the unique needs of students with special needs encompassing; Domestic, Leisure/Recreation, Vocational, Cognitive and Social Correlates.
- Shares responsibility of diapering and feeding assigned students.
- Diagnoses the special needs of students on a regular basis, seeking the assistance of district specialists as required.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Strives to maintain and improve professional competence.
- Attends staff meetings and serves on staff committees as required.
- Maintains regular attendance and punctuality.
- Assists other personnel as may be required for the purpose of ensuring an efficient and effective working environment.

SUPERVISORY RESPONSIBILITIES

Paraprofessional(s), if assigned and students.

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.

Knowledge of:

- Basic core program for special needs students consistent with state education code requirements.
- Screening, evaluating, and recommending placements of applicants in the school's special needs program.

Skill in:

- Using a computer and related software applications.
- Using modern office equipment.

Ability to:

- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assist the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.

EDUCATION AND EXPERIENCE

Must have a Bachelor's or Master's Degree in Special Education. Previous teaching experience with special needs students is desired. Demonstrate excellent oral and written communications skills. Must comply with NCA accreditation for Early Childhood. Must comply with Board academic standards for employment as a teacher.

CERTIFICATION

Must possess a valid Indiana License in Mild or Moderate Intervention.

PHYSICAL DEMANDS

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

WORK ENVIRONMENT

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.

Required Testing

- Drug Test

Clearances

- Fingerprinting/Background Clearance