POSITION GUIDE

Position Title:	Special Education Consultant	**Code:**	
Department:	Early Childhood & Special Education Services	**Group:**	Professional
Reports to:	Supervisor of Special Education	**Date:**	February 2025

PURPOSE OF POSITION:

The Special Education Consultant provides programmatic and individual child expertise to the classroom teacher. The Special Education Consultant is expert in matters relating to classroom management, assessment, behavior supports, learning rates and styles, materials, techniques, diagnostic/prescriptive approaches, and all skills necessary to be an effective classroom teacher. The Special Education Consultant shall not be regarded nor function as an assistant administrator.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 keys to culture***

1. Provide curriculum, instruction and assessment support to IU 13 operated, school district and nonpublic programs through training, consultation, and technical assistance.

2. Attends school team meetings convened around data analysis, instructional practices, transition and other needs as identified by school personnel.

3. Provides planning and management support to administrators, teachers and paraeducators in areas such as scheduling, lesson plans, IEP's, student records, information dissemination, assessment, etc.

4. Provide training, consultation and technical assistance to staff regarding positive behavior supports and classroom management, as well as effective practices in instruction, and service delivery.

5. Assists teachers in the utilization of paraeducators and other resources found in both special and general education.

6. Facilitates meetings and other informal groups for administrators, teachers and paraeducators to discuss common ideas, goals, problems, etc. as a means of building morale and engaging in mutual problem solving.

7. Conducts training and staff development as needed.

8. Provides support to special and regular educators on inclusive practices as needed.

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9. Remains abreast of current trends in regular and special education through the literature, conference attendance and other means, and be able to translate such trends to effective guidance for the program.

10. Adheres to the established work schedule through regular and consistent attendance.

11. Fulfills all other duties as required by the Program Supervisor.

12. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required:	Master's degree preferred OR significant classroom experience in lieu of master's degree
Certification Required:	PA certification in any area of Special Education
Experience Required:	Minimum of three years of teaching experience in Special Education

ESSENTIAL PHYSICAL REQUIREMENT

The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to twenty-one and their assistive appliances. The ability to perform considerable amounts of bending, stooping, and squatting. The ability to physically restrain students in emotional distress through use of one of the following approved methods: Physical Certification Required: Crisis Prevention Institute (CPI), Safe Crisis Management Non-Violent Crisis Intervention (SCM) or Quality Behavioral Solutions: Safety-Care Crisis Prevention (QBS), as directed by program needs.

SUPERVISION OF PERSONNEL:

N/A

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities:	Sit: 60% Walk/stand: 40%
Lifting:	Up to 20 lbs
Vision:	Close concentration
Mental Demands:	Interpret, analyze and problem solve
Environment:	Normal office or classroom environment

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I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.

Print Name

Signature

Date

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