POSITION GUIDE

Position Title: Teacher of Special Education **Code:**

Department: Early Childhood & Special Education Services **Group:** PROF

Reports to: Supervisor of Special Education **Date:**

PURPOSE OF POSITION:

The teachers of exceptional students are responsible for planning and implementing an effective program of instruction based on students' Individual Education Programs (IEP's). Teachers report to their respective Program Supervisor.

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 the Culture***

1. Develops and implements an appropriate Individualized Education Program (IEP) for each student by assessing student needs, determining appropriate instructional goals and objectives, designing instruction to meet student needs, and evaluating student progress.

2. Works cooperatively with Program Supervisor, Building Administrators, teachers, and other Intermediate Unit and school district staff to teach students functional skills within the least restrictive environment.

3. Utilizes research-based instructional and behavioral support techniques in order to reach IEP goals and objectives.

4. Establishes a consistent classroom, instructional schedule, and maintains an orderly learning environment.

5. Collects data and maintains adequate records of pupil progress as required by the Department of Education.

6. Submits required reports which document students' educational progress.

7. Communicates effectively with parents, school, and IU13 personnel.

8. Plans and oversees the duties of instructional support staff assigned to the classroom.

9. Coordinates and conducts IEP meetings and parent conferences to elicit parental input on educational and behavioral program goals.

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

11. Performs other related duties as assigned by the Program Supervisor.

12. Staff must observe all LLIU requirements governing FERPA, HIPAA, and any LLIU policies on FERPA and/or HIPAA's policies and notices of privacy practices.

MARGINAL FUNCTIONS:

Marginal functions will vary with the specific assignment and depend on the particular position function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required: Bachelor's Degree

Certification Required: Active PA Certification in Special Education.

Experience Required: None required; several years of experience preferred.

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.

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities: Sitting 35%, walking/standing 65%

Vision: Normal

Mental Demands: Interpret, analyze and problem solve

Environment: Varies with program

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental/environmental demands of this position. By my signature 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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