

**Job Title:** Teacher – Special Education

**FLSA Exemption Status:** Exempt

**Term:** 200 days

**Minimum Qualifications:**

1. Have a Valid Tennessee teaching license with appropriate endorsement(s);
2. Have strong written, verbal, presentation and interpersonal skills; and
3. Meet health and physical requirements.

**Job Objectives/Goals:**

To give specialized academic and personal training to students with disabilities

**Responsibilities and Essential Functions:**

1. Prepare lesson plans appropriate for the student according to the latest IEP - correlated to the latest curriculum and assessment information made available by the state, and then effectively use the lesson plans;
2. Use appropriate grade level, data-driven, research-based, teaching strategies to teach the most recent, appropriate curriculum standards;
3. Analyze any, and all, of the most recent, appropriate, formal state assessment results (Value-Added and TVAAS Teacher Effect, when applicable) as well as the latest system- and school-level Report Card, studying identified strengths and weaknesses, then make appropriate adjustments in the classroom. Looking closely at annual expectations for both performance and gap closure;
4. Serve as a positive and active participant in the Professional Learning Community (at the school level and system level, when applicable).
5. Assess frequently students' comprehension and application of expected curriculum standards;
6. Take responsibility for students' mastery of applicable curriculum standards and significant academic growth;
7. Assume responsibility for the day-to-day operation of the classroom;
8. Plan curriculum and prepares lessons and other material, considering factors such as individual needs, abilities, learning levels, and physical limitations of the student;
9. Devise special teaching tools and techniques;
10. Evaluate student progress;
11. Establish appropriate standards of, and for, student behavior;
12. Counsel with students and their parents;
13. Administer appropriate assessments to evaluate students' progress, records results, and issues reports to inform parents of student's progress;
14. Keep accurate attendance records;
15. Maintain necessary records and complete the required paperwork in the required time frame.
16. Plan and lead appropriate IEP-Team meetings – be prepared, respond appropriately and professionally;
17. Participate in faculty and professional meetings, educational conferences, and teacher training workshops;
18. Assist in upholding and enforcing school rules, board policies, and administrative regulations;
19. Develop and maintain a classroom environment conducive to learning;
20. Report to the Principal when one knows or reasonably suspects that a child's health or welfare has been, or appears to have been harmed, as a result of abuse or neglect;
21. Represent the school and the community in a positive manner;

22. Attend work on a regular and predictable basis; and
23. Perform other work-related duties as assigned.

**Skills and Abilities Required:**

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

**Physical Demands:**

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

**Reports To:** Building Principal

**Disclaimer:** The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.

