

RSU 10

Job Description

Job Title: **Special Education Teacher**

Reports to:

1. Directly responsible to the building principal.
2. Receives leadership from the Special Education Administrators.

Qualifications:

1. MDOE 282 Teaching Certification Endorsement
2. Must have Maine CHRC fingerprinting and background check

Nature of Work:

To provide case management and teaching services (specially designed instruction/consultation) to students enrolled in special education. Supervision of and planning for educational technicians in the educational setting. Collaborates with general education staff.

Skills/Requirements:

1. Knowledge of instructional methods appropriate for students at the respective grade level.
2. Desire and ability to work with students at the specified age level with diverse backgrounds and levels of ability towards accomplishing their educational goals.
3. Ability to organize tasks and manage time to meet many and varied deadlines; manage small and large groups of students in a classroom environment; communicate effectively with students, parents, school administrators and other staff, including the ability to discuss topics which may be sensitive.
4. Ability to communicate effectively in oral and written language.
5. Working familiarity with assistive technologies; internet, email systems, presentation, and spreadsheet software.
6. Knowledge and experience with educational software and its use in instruction to enhance student learning.

Performance Responsibilities:

1. Perform all duties required to provide educational programming and associated activities as required by federal and state laws relating to the education of children with disabilities.
2. Demonstrates ability to communicate and work effectively with general education teachers, building administrators, and various support personnel.
3. Demonstrates ability to develop cooperative working and supervisory relationships with educational technicians.

4. Demonstrates ability to write long-term and short-term educational objectives based on assessment information and to evaluate their effectiveness.
5. Selects appropriate materials, procedures, and techniques to meet individual program needs for children with disabilities.
6. Is acquainted with appropriate behavioral interventions and strategies required to manage the nonacademic problems of students on their caseloads.
7. Can design teacher prepared materials and activities to supplement commercially available products.
8. Demonstrates professional skills required to consult with regular classroom teachers and parents.
9. Demonstrates facility in engaging in problem solving in a courteous and professional manner.
10. Is able to develop systems for data collecting, record keeping, and monitoring performance.
11. Is responsible for keeping all student records current and accurate.
12. Cooperates with fellow teachers, administrators, and parents in facilitating special education referrals.
13. Participates in the I.E.P. process by:
 - a. Assisting in the setting up of I.E.P. meetings.
 - b. Reviewing all pertinent records and evaluative data.
 - c. Taking notes on I.E.P. discussions and recommendations and filling out required documents such as the written notice, eligibility forms, etc.
 - d. Preparing drafts of individual education plans for I.E.P. consideration.
 - e. Filling in all necessary information in I.E.P.'s and finalizing the document within ten school days of the I.E.P. meeting.
 - f. Participating in I.E.P. follow-up and evaluations of objectives.
 - g. Writing transition plans where appropriate.
14. Demonstrates ability to participate in formal and informal evaluation and observation of students and to write reports on pertinent findings.
15. Accepts responsibility for various case management functions relative to students on individual case loads.
16. Demonstrates the willingness and the ability to constantly upgrade professional skills and to engage in professional self development.
17. Participates as a member of various professional committees and organizations at the local or regional level.

PHYSICAL REQUIREMENTS/ENVIRONMENTAL CONDITIONS:

1. Ability and willingness to work beyond traditional school hours.
2. Ability to sit or stand for prolonged periods of time;
3. Requires occasional stooping, bending, reaching, squatting, climbing stairs, and kneeling;
4. May requires some travel;
5. Ability to handle emotional/physical stress; and
6. Ability to work in noisy and crowded environments.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written or oral records;
2. Demonstrates a respect for the legal and human rights of students;
3. Meets and follows all laws and regulations at both the State and Federal levels;
4. Follows health and safety procedures established by the School District;
5. Arrives and departs punctually, notifying appropriate personnel about absences and coverage;
6. Demonstrates loyalty, dependability, integrity, and other ethical standards;
7. Follows the chain of command for various administrative procedures for student or program concerns; and
8. Observes all School Board Policies.

Terms of Employment: Compensation, length of work year and working conditions to be established by the Collective Bargaining Agreement.

Evaluation: Performance will be evaluated in accordance with School Board policy.

Adopted: (These were not dated when originally adopted in the 1990's and early 2000's)

Revised: 6/18/25