



Job Title: **Special Class Teacher Leader**

Department: **Special Education**

Supervisor: **Principal / Director of Special Education**

Lane Placement: **Licensed Salary Schedule 186**

Schedule: **186 contract** Evaluation Group: **CTESS - ED SPEC**

FLSA Classification: **Exempt**

JOB DESCRIPTION

The Special Class Teacher Leader or related service provider must have a minimum of three (3) years of successful teaching experience in Special Education. The Teacher Leader is expected to assist/complete all duties assigned to a special education teacher and is also responsible to ensure compliance with Individuals with Disabilities Education Act (IDEA) policies and procedures at assigned locations. Assist team members in the development, gathering and interpretation of data concerning special education instruction and performance. Provide/arrange for professional development and coaching in specially designed instructional practices for assigned teams. Must have substantial skills in organization, collaboration, working with parents, coaching teachers and problem solving.

ESSENTIAL FUNCTIONS

- Acts as central facilitator for special classrooms within the local schools.
- Supports compliance with IDEA policies and procedures at his/her assigned locations.
 - Ensure student files are complete and comply with state and federal rules and regulations.
 - Coordinate and assist with evaluations, meetings, scheduling and placement procedures.
 - Assessment, planning and monitoring of student progress on Individual Education Plan (IEP).
- Collaborates with team members, agencies, and parents.
- When appointed by the principal, serves as the LEA representative for IEP meetings.
- Acts as a liaison between the District and the local school.
 - Participates in Special Education District Office staff meetings.
- Assists and consults with assigned special education staff in the development and implementation of academic and/or behavior programs.
- Facilitate the development of specially designed lesson plans and instructional materials that provide differentiated instruction that meets the needs of all students with particular emphasis on:
 - Improvement of instruction and learning with increased accountability for results.
 - IEP and behavior intervention plan goals.
 - Progress monitoring assessment data.
- Coach and mentor teachers in research-based instructional strategies to achieve a positive functional learning atmosphere.
- Assists in training and monitoring para-educators, volunteers, peer tutors, student teachers, and/or others in the assigned classrooms.
- Promote the use of data decision regarding special education instruction including both behavioral and academic student needs.
 - Assist team members in the development, gathering and interpretation of data concerning special education instruction and performance.
 - Assist teacher in evaluating student academic growth and prepare progress reports.
- Responds to situations requiring crisis intervention.
- Expected to provide support for individual behavior interventions and/or emergency safety interventions for students.

- Provide and maintain a safe and supportive environment in the classroom and on the school campus.
- Work collaboratively with general education colleagues to ensure best utilization of instructional time for students and student access to general education curriculum to the greatest extent possible.
- Assures that SCRAM records required by local and state agencies are accurately maintained.
- Performs other duties and responsibilities as assigned.
- Predictable and reliable attendance.

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check.
- Requires a Bachelor's Degree from an accredited college or university.
- Requires a valid Professional Educator License for the State of Utah within the relevant "License Area of Concentration" and if applicable, "Endorsement".
- Safety Care Certification or willingness to become Safety Care Certified within three months of hire.
- Requires three (3) years of successful teaching as a special education teacher or related work experience.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- While performing the duties of this job, the teacher is regularly required to speak and/or hear. The employee is frequently required to stand, walk, reach with hands and arms, and stoop, kneel, or crouch. The teacher is occasionally required to use hands to handle or feel and must occasionally climb or balance.
- The employee must frequently lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception.

- The teacher must be able to respond to the unique educational needs of students with disabilities in a stressful setting.
- This job may emphasize intervention with and management of aggressive and self-abusive students, angry students, emotional students, students with infectious diseases, and personal physical abuse.

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

***Note:** This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: _____ 06/11/2020