

DeKalb County School District

Position Specification

Title: Teacher, Physical Therapy

DIVISION	School-Based	GRADE	Teacher
DEPARTMENT	School-Based	FLSA	Exempt
REPORTS TO	Principal	APPROVED (HR)	07/02/2012
CLASSIFICATION	Teacher		
CALENDAR	10 Month		
RETIREMENT	Teachers Retirement System		

General Statement of Job

Plans and administers medically prescribed curriculum-based physical therapy for students in order to afford students an opportunity to progress in the general and/or functional curriculum.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Provides physical therapy to students both directly and through consultation
- Evaluates students and plans physical therapy programs based on Individualized Education Plans (IEP) developed for students
- Trains staff and teachers on position and equipment use
- Consults and collaborates with teachers and parents concerning programs and equipment
- Plans and monitors positioning programs for use in the classroom
- Maintains student files and all records of student progress
- Attends professional learning sessions and/or required conferences.
- Participates in IEP meetings and acts as a liaison between school personnel and medical community
- Submits computerized billing for Medicaid reimbursement
- Performs other duties as assigned.

Education and/or Experience:

Bachelor's degree from an approved accredited college or university in physical therapy required.
Minimum of one (1) year experience in general physical therapy practice required.

Certificates, Licenses, Permits:

Valid physical therapy license issued by the State of Georgia required.

Knowledge, Skills & Abilities:

May require:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visual, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; principles of teaching and physical therapy; child development; special education laws and regulations; assistive technology and equipment; general education curriculum; and assessment instruments

Skill in oral, written and interpersonal communications, establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; organization; application of techniques used for appropriate disabilities; classroom management; positioning; personal care procedures; and problem solving.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities, enhance student competence and incorporate formal and informal outside resources into educational processes; use physical strength to lift heavy objects; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Stooping: Bending body downward and forward by bending spine at the waist. Requires full use of the lower extremities and back muscles.

Kneeling: Bending legs at knee to come to a rest on knee or knees.

Crouching: Bending the body downward and forward by bending leg and spine.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school district. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.