

DeKalb County School District Position Specification

Title: Lead Teacher, Special Education

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

General Statement of Job

Under the direct supervision of the Coordinator of Exceptional Education, facilitates and provides specialized expertise in instructional and behavioral support for students with disabilities. Identifies educational needs and provides classroom support for teachers of students with disabilities such as autism, deaf/blind, deaf/hard of hearing, emotional behavioral disorders, intellectual disabilities, orthopedic impairments, other health impaired, significant developmental delays, specific learning disabilities, speech and language impairments, traumatic brain injury and visual impairments. Possesses specialized expertise in instructional and behavioral supports for students with disabilities.

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.

- Supports classroom teachers by providing strategies to increase student access to the general curriculum, promote positive student behavior, and improve student achievement
- Assesses student performance, conducts eligibility meetings, and chairs Individualized Education Program (IEP) meetings and discipline IEP reviews to ensure due process compliance with local, state and federal requirements
- Completes and maintains federal, state and local documentation for maximum class size, Full-Time Equivalent (FTE), December 1 Counts and other required reports
- Plans and conducts local and school-wide professional learning and in-service activities on current trends and issues related to special education
- Plans collaboratively with school instructional personnel to ensure quality curriculum delivery for students with disabilities

- Consults and collaborates with parents, teachers, administrators, and other professionals regarding student performance and educational programming for students with special needs
- Performs other duties as assigned.

Education and/or Experience

Master's degree from a Professional Standards Commission approved accredited college or university in special education or educational leadership required.

Minimum of three (3) years experience as a special education classroom teacher required.

Certificates, Licenses, Permits

Valid Professional Standards Commission approved certificate in a field of special education at levels L-5 or S-5 or above required;

and either

Valid Professional Standards Commission approved director of special education endorsement required; or

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

Knowledge, Skills & Abilities

May require:

Knowledge of child development; educational principles and approaches pertinent to children with autism, traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visually, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; principles of teaching students with disabilities; measurement systems and educational assessment; special education laws and regulations; assistive technology; behavior management; general and functional curriculum; curriculum and testing accommodations/modifications; differentiated instruction; learning styles; and collaborative teaching

Skill in effective oral, written and interpersonal communication, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for students and families; instructional programming; organization; time management; observation; negotiation/mediation; behavior modification; record keeping; and providing training to adult learners

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 the classroom and specialized facilities; enhance student competence; incorporate formal and informal outside resources into educational processes; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

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

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 works 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 system. 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.