

Hyde County Schools

Exceptional Children's Teacher

POSITION SUMMARY

Under general supervision, provides special education services to students identified as disabled in accordance with state and federal regulations. Work involves developing and implementing the Individual Education Program in classroom settings that are compatible with the student's age and developmental level. The EC teacher is responsible for developing lesson plans, adapting materials and designing activities to assist EC students develop appropriate academic, behavioral, and social skills and to meet their IEP goals. The teacher is responsible for monitoring student's progress and for maintaining EC records in compliance with state and federal guidelines.

MINIMUM QUALIFICATIONS

- Minimum of Bachelor's Degree in Special Education and hold or be eligible to hold a valid North Carolina Professional Educator's License in one of the following areas:
 - Special Education: Adapted Curriculum - 88092
 - Special Education: General Curriculum - 88091
 - Cross-Categorical - 88001
 - Mentally Handicapped - 88081

KNOWLEDGE, SKILLS, AND ABILITIES

- Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.
- Ability to motivate students.
- Ability to maintain a clean and orderly environment.
- Ability to perform general clerical duties.
- Ability to maintain order and discipline in a classroom.
- Ability to operate common office machines.
- Ability to maintain basic files and records.
- Ability to understand and follow oral and written instructions.
- Ability to establish and maintain effective working relationships as necessitates by work assignments.

SALARY: North Carolina Teacher's Salary Schedule (www.ncpublicschools.org)

EMPLOYMENT TERM

- 10 months
- Full-time with benefits

ESSENTIAL FUNCTIONS

The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

- Develops and implements an instructional plan which is compatible with the school and system-wide curricular goals and the students' Individual Education Program.
- Is responsible for the development of Individual Education Programs (IEP) for students with disabilities; implements the IEP; and uses diagnostic information obtained from tests and other assessment procedures to update IEPs as needed.
- Provides direct special education instruction to identified students.
- Employs a variety of teaching methods to meet student needs. Implementation of these methods may require the adaptation or development of materials.
- Monitors student behavior; maintains discipline in the classroom; deescalates inappropriate behaviors; teaches students appropriate behavioral strategies; restrains students when necessary; records and reports restrains.
- Assists disabled students with their personal and self-help needs, such as eating, toileting, and other essential tasks that the students are not able to perform by themselves.
- Communicates with parents regarding their children's educational progress via periodic written progress reports.
- Acts as a case coordinator for assigned students; consults with community care-givers, school support professionals, and parents to better understand and meet student needs.
- Maintains student records in accordance with North Carolina's Procedures Governing Programs and Services for Children with Disabilities; and complies with state and federal education statutes.
- Treats all students in a fair and equitable manner, interacts effectively with students, co-workers, parents, and community.
- Follows a plan for professional development and demonstrates evidence of growth.
- Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.
- Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.
- Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.
- Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.
- Performs other related work as required.

PHYSICAL REQUIREMENTS

- Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc.

- Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.
- Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

This Position Reports Directly To: Principal and Director of Exceptional Children

FSLA Status: Exempt

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 to perform this job.