# Teacher-Special Education

**Rev Sept 2025**

**Reports to:** Principal

**Status:** Exempt

**Dept./Campus:** Assigned Campus

**Paygrade:** Teacher Salary Scale

**Term:** 187 Days

## PRIMARY PURPOSE:

Provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to match student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned.

## MAJOR RESPONSIBILITIES AND DUTIES

- **Instructional Strategies**
  - Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.
  - Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
  - Conduct assessment of student learning styles. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
  - Present subject matter effectively and according to guidelines established by IEP. Employ a variety of instructional techniques and media including technology to meet the needs and capabilities of each student assigned.
  - Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
  - Participate in ARD Committee meetings on a regular basis.
  - Participate in selection of books, equipment, and other instructional media.
- **Student Growth and Development**
  - Conduct ongoing assessments of student achievement through formal and informal testing.
  - Provide or supervise personal care, medical care, and feeding of students as stated in IEP.
  - Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by campus principal.
  - Consult district and outside resource people regarding education, social, medical, and personal needs of students.
- **Classroom Management and Organization**
  - Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
  - Manage student behavior and administer discipline including intervening in crisis situations and physically restraining students as necessary according to IEP.

- Consult with classroom teachers regarding management of student behavior according to IEP.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Plan and assign the work of teacher aide(s) and volunteer(s) and oversee completion.

- **Professional Growth and Development**
  - Participate in staff development activities to improve job-related skills.
  - Keep informed, and comply with state, district, and school regulations and policies for teachers/special education teachers.
  - Attend and participate in faculty meetings, and serve on staff committees as required.
- **Other**
  - Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
  - Maintain professional relationships with parents, students, and colleagues.
  - Compile, maintain, and file all physical and computerized reports, records, and other documents required.
  - Follow district safety protocols and emergency procedures.
  - May serve on a district or campus threat assessment and safe supportive schools' team.
  - Other duties as assigned.

## SUPERVISORY RESPONSIBILITIES

- Direct the work of assigned instructional Aide(s) if applicable.

## QUALIFICATION GUIDELINES

**Education/Certification/Experience:**

- Bachelor's degree from accredited university. Valid Texas teaching certificate with required special education endorsements for assignment. Student teaching, approved internship, or related work experience.

**Knowledge/Skills/Abilities:**

- Knowledge of special needs of students in assigned area
- Knowledge of Admissions, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation
- Knowledge of how to adapt curriculum and instruction for special needs
- Effective professional, organizational, communication, and interpersonal skills

**Mental/Physical/Environmental Demands:**

- Equipment; personal computer and peripherals, and other instructional equipment
- Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking

- Regular light lifting and carrying (less than 15 pounds); may lift and move text books and classroom equipment
- May require regular heavy lifting (45 pounds or more) and positioning of students with physical disabilities, control behavior through physical restraint, assist non-ambulatory students, and lift and move adaptive and other classroom equipment
- Exposure to biological hazards
- Work inside, may work outside; regular exposure to noise
- May work prolonged or irregular hours
- Work with frequent interruptions; Maintain emotional control under stress