



Gila Crossing Community School

Job Title: SPED Teacher

FLSA Status: Exempt

Supervised By: Director of SPED/Principal

Classification: Full-Time, 10-month Contract

Directly Supervises: None

QUALIFICATIONS:

1. Applicants need to be highly qualified as defined by the State of Arizona and other Governing regulations
2. Education – Bachelor degree or higher
3. Current Arizona Teachers Certificate
4. SEI requirements
5. First Aid/CPR Certified
6. Valid Arizona Driver's License
7. Valid IVP Fingerprint Clearance Card
8. Ability to successfully pass a pre-employment drug test and extensive background check

JOB GOALS: The teacher is responsible for creating a safe, intellectually challenging learning environment in which each student is actively engaged in meaningful activities. To develop lesson plans within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

KNOWLEDGE, SKILLS AND ABILITIES:

- KNOWLEDGE is required to perform basic math, including calculations using fractions, percent's, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.
- SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions.
- Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying Assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.
- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

- Schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment.
- Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods.
- Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate.
- Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting fact and patience; and working flexible hours

POSITION RESPONSIBILITIES:

- Provide direct and indirect instructional support to students in a positive environment.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi- sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.
- Provide crisis intervention, as needed, for students and those in inclusive classrooms.
- Assist in collection of data for providing appropriate classroom interventions.
- Serve as a member of a multidisciplinary team as appropriate.
- Assist in preparation of data for local, state, and federal reports.
- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
- Perform related work as required.

PROBATIONARY PERIOD: Newly appointed employee will be subject to an initial ninety (90) calendar day probation period.

PHYSICAL DEMANDS: The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment. Assignment may require the ability to physically move students or equipment weighing up to 50 lbs, position students in specialized equipment.

WORK ENVIRONMENT: Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The noise level in the school environment is usually moderate to high level.

The duties listed above are only intended as illustrations of the various types and scope of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment or extension of the position. The job description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and the requirements of the position change.