

**POSITION TITLE:** Teacher – Exceptional Education – Low Incidence/Severe and Profound

**QUALIFICATIONS:** Must be eligible for a valid provisional, collegiate or postgraduate Virginia professional license in special education. One year of teaching experience with students with intellectual disabilities, severe and profound, or other low-incidence disabilities preferred. One year of experience conducting lessons and assessing student progress through data collection preferred. Ability to perform job expectations independently as well as to work collaboratively with various stakeholders. Experience providing ongoing academic/functional guidance for students preferred. Bilingual skills to include Spanish are a plus.

**PERFORMANCE EXPECTATIONS:** Knows and effectively communicates the Richmond Public Schools (RPS) philosophy and mission. Plans and implements a program of study that meets the individual needs, interests and abilities of students. Creates a classroom environment that is conducive to learning and appropriate to the developmental needs of the students. Prepares for classes assigned and shows written evidence of preparation in accordance with RPS, state and federal guidelines. Plans instruction to include and to consider the following: the school's educational objectives based on student performance in Virginia's Aligned Standards of Learning (ASOL), student performance related to the curriculum, functional communication, and the students' readiness to transition to post-secondary goals in area of vocation/employment in the community. Effectively meets and addresses the communication needs of students, including those with limited or no verbal communication skills. Develops, implements, and assesses instructional strategies to ensure all students are actively engaged in learning. Provides effective differentiated instruction to teach functional, academic, and daily living skills, to include social competence, self-management skills, self-advocacy skills, and community and vocational skills. Follows a standardized protocol for assessing students' baseline skills, developing IEPs aligned with the students' needs, using data collection tools to measure student progress and inform instruction, and providing skill-specific instruction utilizing environmental supports. Serves as case-manager and instructional leader of the classroom by supervising and providing training to instructional assistants and by working collaboratively with related service personnel to ensure a cohesive program that is aligned with the curriculum and reflects evidence-based practices. Demonstrates effective and respectful communication and interactions with family members, other caregivers, and community partners. Includes parents and caregivers in all aspects of the program including the IEP process, person-centered planning, review of student progress, and sharing of techniques/materials which can be used in the home and community setting to facilitate generalization of skills. Assists in designing, upholding and enforcing school rules, administrative regulations and School Board Policy. Actively participates in faculty and/or department meetings. Strives to maintain and improve professional competence through seeking and attending ongoing professional development opportunities.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in a school setting. Performs professional work providing teaching and/or training services to students in a specialized subject. Work requires frequent standing, sitting, light lifting, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Principal

**PAY SCHEDULE:** Teacher Salary Schedule

**LENGTH OF CONTRACT:** 200 Days (9.5 months)

**FLSA:** Exempt