

CENTRAL UNIFIED SCHOOL DISTRICT**POSITION DESCRIPTION**

Position: Special Education Teacher – Vocational/Functional
Life Skills (Secondary)

Classification: Certificated

Reports to: Site Administrator,

Range: Certificated Salary Schedule

EDUCATION AND EXPERIENCE

Valid California Education Specialist Mild/Moderate or Moderate/Severe Teaching Credential, with Autism Authorization

One year of successful experience with children with disabilities preferred

Valid California driver's license

SUMMARY

Provide an individualized educational program at the classroom level for students with moderate disabilities to promote skill development in order to enhance independence for success in college, career and community as an adult.. Guide the development of a standards based Individual Educational Plan (IEP) for each student, focusing on the following domains: Functional Academics, Community, Vocational, Recreation & Leisure, and Domestic, with an outcome of a certificate rather than diploma.

SPECIFIC RESPONSIBILITIES

1. Provide case management supervision and direction for children assigned to program, including Planning and facilitating Individualized Education Program (IEP) meetings within the required timelines (ensuring notification to all parties)2. Teach students in a special day class such portions of basic educational program as are in keeping with individual limitations of each pupil's IEP: place major emphasis on a consistent developmental learning curriculum with a positive, behavioral framework using the adopted curriculum and Special Education Administrators of County Office (SEACO) standards.
2. Work with the IEP Team in assessing and developing student learning objectives and instruct and evaluate (verified by current established checklists) each student in the learning area.
3. Provide appropriate creative learning experiences based on IEPs in:
 - a. domestic
 - b. recreation/leisure
 - c. community
 - d. functional academic skills
 - e. vocational skills.
4. Plan and conduct community experiences to reinforce the concepts taught in the classroom.
5. Provide the necessary level of supervision and direction required for children assigned to classroom.
6. Provide proper student management and a suitable classroom environment that creates a positive atmosphere for the learning of the individual child, adhering to Behavior Support Plans when notified.
7. Participate in a Professional Learning Community (PLC) at the district and school site level.
8. Contribute to and implement new ideas, materials, and techniques suitable to group and individual needs based on IEPs, staffing, and ancillary staff and Curriculum Consultant input, which promote progression in standards and/or on IEP goals.
9. Revise IEPs jointly with legally mandated members of the annual review team (including parents) and keeping parents informed of progress at reporting periods, with a comprehensive report of

progress at the annual review.

10. Work closely and cooperatively with the Program Specialist/Special Education Coordinator, Site Administrator, Speech Therapist, Nurse, School Psychologist, Community Agencies, and parents to help provide a complete program for the individual pupil, ensuring that all IEP team members are informed of their responsibilities, necessary accommodations/modifications, and IEP meetings.
11. Communicate with and supervise each aide under his/her direction regarding curriculum needs and other duties.
12. Be sensitive about confidential matters concerning children, parents, school and working relationships, responding to those in a professional manner.
13. Participate in scheduled professional development and take advantage of workshops, conferences, etc., to provide for professional growth.
14. Develop and implement Transition Plans for students, with cooperation and input from the student, family, educational staff and all outside agencies involved with the student.
15. Adhere to schedules and duties assigned at school site.
16. Provide daily schedule and substitute plan, including notification of required accommodations/modifications and/or Behavior Support Plans.
17. Make regular entries in anecdotal records on curriculum checklists, continuing case records and other reports as required.
18. Organize and maintain a neat, uncluttered, sanitary, safe, and esthetically appealing classroom.
19. Other duties as assigned.

SPECIFIC QUALIFICATIONS

Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

Knowledge of:

- Academic assessments and diagnostic tools to meet students' needs
- Strategies to support students' emotional and behavioral needs
- Research based instructional best practices.
- IEP Case management and legal requirements.

Ability to:

- Work as a team with school site staff, students and families.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.

PHYSICAL ABILITIES

School and office environment; frequent standing, walking or sitting; use of hands to handle or feel; reach with hands and arms overhead, above shoulders and horizontally; climb or balance; stoop, kneel or crouch; frequent lifting and/or moving 10 pounds; occasional lifting and/or moving up to 50 pounds; hearing, sufficient with or without use of hearing aid, must be able to hear student requests and understand voice or speech patterns; frequent writing and/or keyboarding; moderate to high level of stress, ability to operate a computer and assigned software/programs.

Revised: 1/2013; 5/2013