

JOB DESCRIPTION
San Diego County Office of Education

SPECIAL EDUCATION TEACHER – SOUTH COUNTY SELPA ACADEMY

Purpose Statement:

Under the general direction of an assigned administrator, the Special Education Teacher – South County SELPA Academy will serve students with various disabilities; will plan, develop and implement individualized education plans; conduct student assessments, provide consultation to staff and parents, and participate in IEP meetings.

Diversity Statement:

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

Essential Functions:

- Provides direct instruction using the state adopted core curriculum.
- Participates in the Individual Education Plan (IEP) process and integrates IEP activities into their lessons.
- Plans assessment activities to evaluate students' progress in relation to the California State Standards or the Alternative Curriculum.
- Prepares reports on student learning progress.
- Assesses and evaluates students and assists in the coordination of related services.
- Develops well-defined goals based on state-adopted standards for students who are identified with special needs.
- Prepares IEPs for each student, including diagnostic/prescriptive/performance characteristics, and participate in IEP meetings.
- Monitors student achievement through periodic, ongoing assessment and adjust instruction in response to student data.
- Assists in developing or revising curriculum or learning materials to meet instructional, adaptive, and social/emotional needs of each student.
- Participates in the selection of instructional materials and supplies, maintain inventory, and submit material and work requests as appropriate.

- Creates an effective environment for learning in which positive self-concept, self-help activities and independence are stressed.
- Organizes classroom to create a safe and optimal learning environment appropriate to students' needs.
- Provides individualized and small group instruction based on each student's need.
- Implements an appropriate behavioral management system for students, including setting consistent, firm and appropriate limits for students through a positive behavior plan.
- Collaborates with school counselors, psychologists, and other specialized staff to support students' overall well-being
- Conducts small group and one-on-one sessions around restorative justice and trauma informed care to address specific emotional and behavioral issues
- Creates a safe and inclusive classroom environment where all students feel valued and respected
- Implements behavior management plans and crisis intervention strategies when necessary.
- Participates in professional development opportunities to stay current with best practices and new research in the field of emotional impairments.
- Maintains accurate and confidential records of students' academic and emotional progress.
- Tracks students' behavioral progress and analyzes the effectiveness of interventions, adjusting as needed.
- Works with school personnel to implement behavior plans; engages in direct observation and documentation of students exhibiting behaviors that may require modification; monitors student progress and makes recommendations for behavior strategies
- Assists as a team member and respond to a crisis utilizing crisis prevention and nonviolent interventions.

Other Functions:

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications:

Knowledge and Abilities

KNOWLEDGE of:

California State Academic Standards;

California Content Standards for the teaching profession;

Legal requirements, state guidelines, regulations, policies, and procedures as they relate to the field of special education;

Behavioral strategies to meet the unique needs of students with behavioral challenges;

Formal and informal assessment techniques and instruments to develop appropriate learning programs;

Curriculum and lesson plan development to meet IEP or other educational goals;

Effective, standards-based student goals and objectives;

Appropriate modifications and interventions of classroom curriculum;

Appropriate behavior management techniques.

ABILITY to:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;
Practice cultural competency while working collaboratively with diverse groups and individuals;
Plan, implement, and monitor the daily progress of special education students in classroom programs;
Understand and relate to students with behavioral challenges;
Develop and implement an individualized education program to match student needs;
Develop and implement modifications and intervention strategies;
Utilize crisis management techniques; ability to react effectively in emergency situations;
Establish and maintain cooperative and effective working relationships with others;
Meet schedules and timelines.

Working Environment:

ENVIRONMENT:

Indoor, classroom or office environment.

May be designated in an alternate work setting using computer-based equipment to perform duties.

Must have the ability to travel to and from school/work sites as job requires.

PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience:

Experience: Experience in the development and writing of Individualized Education Plans (IEP), assessment procedures, and adherence to federal and state regulations for students with disabilities. Experience working with students with significant behavior challenges is preferred; and

Education: Bachelor's degree in special education or related field preferred; or

Equivalency: A combination of education and experience equivalent to a bachelor's degree in Special Education preferred; and experience in the development and writing of Individualized Education Plans (IEP), assessment procedures, and adherence to federal and state regulations for students with disabilities. Experience working with students with significant behavior challenges is preferred.

Required Testing

N/A

Certificates, Licenses, Credentials

California Education Specialist credential with a Mild/Moderate or Extensive Support Needs emphasis
English learner authorization (CLAD or equivalent document)
Valid California Driver’s License
Possession of Board Certified Assistant Behavioral Analysis (BCaBA) and or the Registered Behavior Technician (RBT) certification required within two year of employment
CPR and First Aid certification is highly desirable

Continuing Educ./Training

N/A

Clearances

Criminal Justice Fingerprint/Background Clearance Physical Exam including drug screen
Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade SELPA Teacher Compensation Plan, Plan 064

Approval Date: 01/15/2026

Approved by: *Donald Ogden*
[Donald Ogden \(Jan 21, 2026 16:06:34 PST\)](#)

Dr. Don Ogden, assistant superintendent
Human Resource Services