

Carlynton School District

Job Description



Position: Elementary Special Education – Learning Support Teacher
Reports to: Building Principal and Director of Special Education
FLSA Status: Exempt
Employment: Full Time

Position Summary:

The Elementary School Special Education – Learning Support Teacher is responsible for providing diagnostic, prescriptive, and instructional services to students with disabilities in accordance with Individualized Education Plans (IEPs), Pennsylvania Special Education Regulations, and district curriculum requirements. The teacher provides specialized instruction, academic interventions, behavioral supports, and curriculum modifications designed to support student achievement within the least restrictive environment.

The Learning Support Teacher collaborates with general education teachers, related service providers, administrators, and families to ensure that students receive appropriate educational programming and support services that promote academic growth, social-emotional development, independence, and successful participation in the school environment.

Professional Qualifications

- Valid Pennsylvania certification as a **Special Education PK-12**

Essential Duties and Responsibilities

Instructional Responsibilities

- Provide specialized instruction and learning support services to students with disabilities in individual, small-group, and inclusive classroom settings.
- Develop and implement instructional strategies aligned to student IEP goals and Pennsylvania Academic Standards.
- Utilize diagnostic and prescriptive teaching methods to address individual student learning needs.

- Differentiate instruction and provide curriculum modifications, accommodations, and supplemental supports as outlined in student IEPs.
- Monitor student progress toward IEP goals and academic benchmarks using data-driven instructional practices.
- Provide instructional support within the general education setting as required by student programming.
- Utilize evidence-based interventions and positive behavioral support strategies to improve student achievement and engagement.
- Support students' development of academic, organizational, communication, social, and functional skills.

IEP and Compliance Responsibilities

- Assist in the development, implementation, and revision of Individualized Education Plans (IEPs).
- Prepare and maintain legally compliant special education documentation, progress monitoring records, and evaluation data.
- Participate in multidisciplinary evaluation and reevaluation processes.
- Conduct progress monitoring and provide regular progress reports to parents and guardians.
- Ensure compliance with federal, state, and district special education regulations and procedures.
- Collaborate with related service providers and educational teams to ensure coordinated student support services.

Collaboration and Communication

- Collaborate regularly with classroom teachers, specialists, school psychologists, counselors, administrators, and support staff.
- Communicate effectively with parents and guardians regarding student progress, educational programming, and support services.
- Participate in IEP meetings, team meetings, faculty meetings, and professional learning activities.
- Serve as a resource to general education teachers regarding accommodations, instructional modifications, and inclusive practices.

Transition and Career Awareness Responsibilities

- Provide age-appropriate pre-career awareness and transition-related instructional activities for students with disabilities.
- Assist students in developing functional life, organizational, and self-advocacy skills.
- Support career awareness opportunities and community-based learning experiences when appropriate.

- Coordinate with staff and agencies to support transition planning and student independence goals when appropriate.

Classroom Environment and Student Support

- Establish and maintain a safe, structured, and supportive learning environment.
- Implement effective classroom management strategies consistent with district policies and Positive Behavioral Interventions and Supports (PBIS) practices.
- Foster positive student relationships and encourage student self-confidence and independence.
- Supervise students during instructional activities and assigned duties.

Professional Responsibilities

- Maintain current knowledge of special education laws, instructional methodologies, and evidence-based practices.
- Participate in professional development activities related to special education, inclusive practices, behavioral supports, and student interventions.
- Utilize educational technology and assistive technology tools to support student learning and accessibility.
- Maintain confidentiality of student records and sensitive information in accordance with FERPA and applicable laws.
- Comply with all district policies, administrative regulations, and state/federal requirements.
- Perform other duties as assigned by the Building Principal or Director of Special Education.

Additional Expectations:

- Maintain accurate records of student contacts, referrals, and interventions in compliance with state and federal requirements.
- Engage in professional development to remain current with best practices, policies, and laws related to the roles and responsibilities to this position.
- Uphold confidentiality, ethical practices, and the mission of the Carlynton School District.

Performs other duties as assigned by the Building Principal. **Position Qualifications**

Professional Competencies

- Demonstrated proficiency in computer and technology skills related to data collection, record maintenance, communication, and office operations.

- Ability to manage multiple responsibilities, prioritize tasks effectively, and meet established deadlines.
- Ability to communicate clearly and professionally with administrators, staff, students, parents, substitutes, and community stakeholders.
- Knowledge and effective use of communication methods and technology appropriate to assigned responsibilities.
- Ability to identify concerns, analyze problems, and recommend appropriate solutions.
- Ability to exercise initiative, sound judgment, and decision-making within established administrative guidelines.
- Ability to maintain confidentiality regarding District operations, personnel, and student information.

Interpersonal Skills

- Ability to establish and maintain positive and productive working relationships with students, parents, staff, administration, and community members.
- Ability to listen, respond, and interact with others in a professional, respectful, and courteous manner.
- Ability to work collaboratively as a team member, coordinator, or leader as assigned.
- Demonstrated ability to promote a positive, cooperative, and service-oriented work environment.
- Ability to manage responsibilities and challenges in a fair, consistent, and equitable manner.
- Ability to work effectively in environments with frequent interruptions and changing priorities.

Position Expectations

Professional Responsibilities

- Demonstrates professionalism, dependability, and accountability in all job responsibilities.
- Adheres to District policies, procedures, and established chain of command.
- Responds appropriately to supervision, direction, and feedback.
- Demonstrates initiative and the ability to work independently with minimal supervision.
- Maintains appropriate professional appearance and conduct for the work environment.
- Incorporates innovative and progressive practices when appropriate to support District goals.
- Reports to work on time, maintains regular attendance, and uses work time efficiently and productively.

Organizational Skills

- Organizes work responsibilities and office/classroom operations efficiently to accomplish assigned tasks.
- Effectively plans, prioritizes, and manages multiple assignments, projects, and deadlines.
- Demonstrates flexibility and adaptability in response to changing work demands and priorities.

Technical Skills

- Demonstrates the ability to learn and effectively use new and existing software, hardware, and instructional technologies.
- Maintains working knowledge of standard office equipment and productivity tools.
- Produces written communication that is clear, concise, grammatically correct, and professionally formatted.
- Demonstrates proficiency in Microsoft Office/G-Suite applications and related technology tools, including:
 - Word processing and document formatting
 - Spreadsheet development and basic formulas
 - Presentation software and digital communication tools
 - Desktop publishing and graphic design applications as applicable to the position

Physical Demands

- Ability to traverse throughout school buildings and District facilities as needed.
- Ability to sit or stand for extended periods of time.
- Ability to lift, move, or transport materials and equipment weighing up to 30 pounds.
- Manual dexterity sufficient to operate office equipment and computer technology.
- Ability to perform repetitive hand and finger movements associated with keyboard and computer use.

Work Environment:

- The employee primarily works in an educational environment that includes classrooms, offices, common student areas, and school activity settings.

Driver's License:

- Must have a valid driver's license.

Clearances:

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former employers in which they had direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

Terms of Employment:

- Work year, schedule, salary and benefits defined as per the Collective Bargaining Agreement between the Carlynton School District and the Carlynton Federation of Teachers.

Evaluation:

- Performance will be evaluated by the Building Principal in accordance with Act 13 and the Carlynton Federation of Teachers Collective Bargaining Agreement evaluation procedures.
- This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors on ENTER DATE HERE.