

Carlynton School District

Job Description



Position: Elementary Special Education – K-6 Emotional Support/Autistic Support Teacher

Reports to: Building Principal and Director of Special Education

FLSA Status: Exempt

Employment: Full Time

Position Summary:

Special Education PK-12 – Instructional Level I or II (or PDE equivalent special education certification) The teacher develops and implements individualized educational programming designed to support students with emotional, behavioral, social, communication, and developmental needs.

The teacher provides diagnostic, prescriptive, and instructional services that promote academic achievement, emotional regulation, social skill development, behavioral growth, communication skills, independence, and successful participation within the least restrictive environment. The position requires collaboration with multidisciplinary teams, related service providers, paraprofessionals, families, and community agencies to support individualized student success and positive school participation.

Professional Qualifications

- Valid Pennsylvania certification as a **Special Education PK-12 – Instructional Level I or II (or PDE equivalent special education certification)**
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Essential Duties and Responsibilities

Instructional Responsibilities

- Provide specialized instruction and support services to students in emotional support and/or autistic support educational settings.
- Develop and implement instructional programming aligned to student IEP goals, Pennsylvania Academic Standards, and district curriculum.
- Deliver individualized and small-group instruction in academic, behavioral, communication, social-emotional, and functional skill areas.

- Utilize evidence-based instructional practices and interventions appropriate for students with emotional, behavioral, and autism-related support needs.
- Differentiate instruction and provide curriculum modifications, accommodations, sensory supports, and assistive technology as required by student IEPs.
- Implement instructional strategies designed to improve student engagement, emotional regulation, self-management, communication, and academic achievement.
- Support students in developing:
 - Emotional regulation and coping skills
 - Positive social interaction and communication skills
 - Conflict resolution and problem-solving skills
 - Functional academic and organizational skills
 - Self-advocacy and independence skills
 - Behavioral self-monitoring and classroom participation skills
- Integrate structured teaching strategies, visual supports, sensory accommodations, restorative practices, and positive reinforcement systems into daily instruction.
- Provide instructional support within inclusive classroom settings when appropriate.

Behavioral and Social-Emotional Support Responsibilities

- Develop, implement, and monitor individualized positive behavior support plans and intervention strategies.
- Utilize proactive behavioral interventions, de-escalation strategies, crisis prevention techniques, and trauma-informed practices to support student success and safety.
- Collaborate with school counselors, school psychologists, behavioral specialists, social workers, and related service providers to address student behavioral and emotional needs.
- Support students during transitions, sensory regulation activities, conflict resolution situations, and structured daily routines.
- Establish and maintain a safe, predictable, structured, and supportive classroom environment that promotes student emotional well-being and academic growth.
- Assist students in developing self-regulation, emotional awareness, resilience, and interpersonal skills.

IEP and Compliance Responsibilities

- Assist in the development, implementation, and revision of Individualized Education Plans (IEPs).
- Conduct ongoing progress monitoring and maintain accurate records related to student academic, behavioral, social-emotional, and functional progress.
- Participate in multidisciplinary evaluations, reevaluations, manifestation determinations, and educational team meetings.
- Prepare legally compliant special education documentation, behavioral data, and progress reports.

- Collaborate with related service providers to ensure coordinated implementation of student programming and support services.
- Ensure compliance with all federal, state, and district special education regulations and procedural requirements.

Transition and Student Development Responsibilities

- Provide age-appropriate pre-career awareness and transition-related instructional experiences.
- Assist students in developing organizational, interpersonal, self-management, and functional life skills.
- Support students in developing independence and readiness for future educational and community environments.
- Coordinate and support community-based instructional opportunities and social-emotional learning activities when appropriate.

Collaboration and Communication

- Supervise and collaborate with paraprofessional staff assigned to the classroom.
- Communicate effectively and regularly with parents and guardians regarding student progress, behavioral supports, and educational programming.
- Collaborate with classroom teachers, specialists, administrators, therapists, and support staff to support inclusive educational opportunities and student success.
- Participate in IEP meetings, faculty meetings, professional learning communities, and district training activities.

Professional Responsibilities

- Maintain current knowledge of special education laws, autism support practices, emotional support programming, trauma-informed practices, behavioral intervention strategies, and evidence-based instructional methodologies.
- Participate in professional development activities related to behavioral supports, autism support, social-emotional learning, de-escalation techniques, assistive technology, and special education compliance.
- 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.