Job Description
MOORE PUBLIC SCHOOLS

Job Title: **Teacher (Special Education-Project SEARCH)**

Qualifications:

Credentials: Special Education Certification

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

Training/Experience Required: Transition planning/coordinating with transition services for secondary special education students.

Special Skills, Knowledge, Abilities:
Communications Skills (oral, written, or business): Basic communication skills to exchange information, give/receive simple instructions and respond to inquiries. Includes filling out forms, instructions, and writing/printing legibly. Knowledge of grammatical structure, vocabulary for preparing correspondence from rough draft or proofing of completed material. Communicates in clear English. As position requires, must be able to communicate in a different manner: signing, auxiliary aids, and braille.

This position requires coordinating transition and job placement services with community partners, district, and families/students. The teacher must have advanced organizational skills, interpersonal communication skills and collaborative attitude. Works as a productive team member with families, affiliate school and agency personnel. Is adaptable in dealing with individual and cultural differences. Protects the privacy of individuals and the confidentiality of information unless disclosure services a professional purpose or is required by law. Avoids action that could result in conflicts of interest.

Job Goal (Purpose of Position): Identifies a student's strengths, interests, and abilities related to skill acquisition, job development and placement, while implementing appropriate community support services and training for student to gain successful employment. Work and instruct a community job site (previously designated by school district) consistent with the student's interests and skills. Coordinate and collaborate with local business and industry to meet their employment needs. Instructor will be placed in a community job setting, instructing a classroom of up to 10 eligible students. Instructor will coordinate and work closely with Work Skills Trainers who assist the students. The special education instructor will create and attend the IEP meetings and all other required special education paperwork.

Will establish lesson plans, grades, and accomplishes curriculum objectives to enhance each student's self-esteem and increase personal growth. In addition, meets with parents and other staff to enhance learner outcomes. An incumbent in this position will utilize discretion, ingenuity and independent judgment due to the variety of challenges of the job. Since there may be several

ways to solve a problem, an incumbent is free to choose the solution. Instructor will abide by all dress codes, requirements of the community job site as well.

Other Performance Measures: Knowledge of subject matter; cares for and effectively assists students with special concerns; establishes guidelines/syllabus with effective instructional/teaching objectives; encourages effective learning with proper teaching techniques; ensures students are acquiring skills and knowledge to apply principles, theories and other learning; properly monitors student progress (grading, feedback, etc.) and provides environment to encourage independent thinking challenges for more motivated students; maintains proper classroom/media center discipline.

Contributes to effectiveness/quality of district programs, including extracurricular programs; keeps accurate records, reports, etc. pursuant to district policy; actively supports and looks for ways to improve the quality of customer service as provided by the district; cooperates with other district personnel to improve the quality of education; when serving on committees, maintains an attitude of constructive/supportive behavioral feedback and input to improve the quality of service; continues to be involved in personal growth and development.

Essential Job Functions (Performance Responsibilities):

1. Plan with students, families, and agency personnel to determine career interests, specific job preferences (hours, locations, etc.) skills and abilities to develop an individualized approach to placement.

2. Identify and create solutions for behavioral concerns that interfere with gaining and maintaining employment.

3. Instruct students to learn employability skills such as communication, problem solving, and teamwork, grooming, budgeting and self-advocacy.

4. Provide universal design in the accommodation and adaptations needed at work sites.

5. Monitor and record daily attendance at work sites; teach students to independently inform departments of absences/tardiness.

6. Give appropriate grades based on participation, skill development, attitude, etc.

7. Develop work portfolios for each student to include credentialing of skills attained, letter of recommendations from internship sites, etc.

8. Collect data on student outcomes including jobs gained, wages, hours worked per weeks, benefits taken, etc.

9. Develop development training plan with consumers and appropriate support personnel.

10. Coordinate Skills Trainer activities.

11. Attend appropriate Project SEARCH Steering Committee meetings.

12. Refer students to appropriate agencies for support and services related to successful employment.

13. Plan and implement monthly staffing for each student participant with appropriate parties including the Vocational Rehabilitation Counselor and parent.

14. Schedule, plan and implement monthly written communication with families and other parties.

15. Coordinate skills trainers for student internship sites and competitive placements.

16. Communicate regularly with business liaison, skills trainers for student progress and issues.

17. Reports necessary challenges/issues to host business liaison.

18. Keeps adequate supplies available to function efficiently.

19. Follows district procedures in regard to money, petty cash, purchase orders, professional meeting requests, mileage, etc.

20. Adheres to and promotes district safety standards (i.e. fire, tornado, accident reports, etc.), along with that of the community job site.

21. Submits and completes appropriate district, state, and/or agency reports in a timely manner.

22. Keeps files up to date with all appropriate forms and information. Follow guidelines in file organization, consumer input, confidentiality, etc.

23. Displays knowledge of and complies with school district policies and procedures.

24. Recognizes and acts on the legal responsibilities concerning the safety and welfare of the students.

25. Demonstrates daily work assignment responsibilities: signs in and out consistently, is accountable for an eight-hour day, is punctual and regular in attendance, and attends appropriate related activities.

26. Project SEARCH instructor will be expected to perform other duties as deemed necessary and appropriate by the CEO and/or designee.

Site: Project SEARCH (will be located at community job site)

Reports To: Special Services Director, Supervisor of Transition Community Partner

Physical/Mental Requirements and Working Conditions:
Other than those physical/mental requirements included within the essential functions: Must be able to communicate on the telephone. Must be able to get around various sites. Must be able to perform various duties as assigned. Must be able to perform lifting and assisting those with physical disabilities or assist with other bodily functions. Must be aware of and handle situations with due care for safety and health of self, others, and students.

Terms of Employment:	In compliance with Negotiated Contract and/or State Law
Salary:	To be established by the Board
Evaluation:	Performance of this job will be evaluated in accordance with Board policy.

Approved 04/03/2017