

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: EXCEPTIONAL CHILDREN'S TEACHER**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, provides special education services to students identified as disabled in accordance with state and federal regulations. Work involves developing and implementing the Individual Education Program in classroom settings that are compatible with the student's age and developmental level. The EC teacher is responsible for developing lesson plans, adapting materials and designing activities to assist EC students develop appropriate academic, behavioral, and social skills and to meet their IEP goals. The teacher is responsible for monitoring student's progress and for maintaining EC records in compliance with state and federal guidelines. Reports to principal.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Develops and implements an instructional plan which is compatible with the school and system-wide curricular goals and the students' Individual Education Program.

Is responsible for the development of Individual Education Programs (IEP) for students with disabilities; implements the IEP; and uses diagnostic information obtained from tests and other assessment procedures to update IEPs as needed.

Provides direct special education instruction to identified students.

Employs a variety of teaching methods to meet student needs. Implementation of these methods may require the adaptation or development of materials.

Monitors student behavior; maintains discipline in the classroom; deescalates inappropriate behaviors; teaches students appropriate behavioral strategies; restrains students when necessary; records and reports restrains.

Assists disabled students with their personal and self-help needs, such as eating, toileting, and other essential tasks that the students are not able to perform by themselves.

Communicates with parents regarding their children's educational progress via periodic written progress reports.

Acts as a case coordinator for assigned students; consults with community care-givers, school support professionals, and parents to better understand and meet student needs.

## **EXCEPTIONAL CHILDREN'S TEACHER**

Maintains student records in accordance with North Carolina's Procedures Governing Programs and Services for Children with Disabilities; and complies with state and federal education statutes.

Treats all students in a fair and equitable manner, interacts effectively with students, co-workers, parents, and community.

Follows a plan for professional development and demonstrates evidence of growth.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Degree in special education, and certification in at least one area of disability as a teacher by the North Carolina Department of Public Instruction.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

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**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

## **KNOWLEDGE, SKILLS AND ABILITIES**

Ability to constantly monitor the safety and well being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

## **EXCEPTIONAL CHILDREN'S TEACHER**

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.