

Special Educator

Job Description-Reference code 010013

Category: Special Educator

Department: Teaching & Learning Department

General Qualifications:

- Bachelor's or Master's degree in Special Education, Education, or a related field.
- certification or licensure in special education, or eligibility for certification through completion of a teacher preparation program.
- Knowledge of special education laws, regulations, and best practices in assessment, instruction, and intervention.
- 3 years and above experience working with students with disabilities, developmental delays, or learning challenges in an educational setting.
- Strong interpersonal and communication skills for collaborating with students, families, colleagues, and other stakeholders.
- Ability to differentiate instruction, adapt teaching methods, and implement evidence-based practices to meet individual student needs.
- Commitment to equity, diversity, and inclusion in education, advocating for the rights and needs of students with disabilities.

Reporting: Teaching & Learning Department

Job Goal: The Special Educator at school is responsible for designing and implementing individualized education programs (IEPs) for students with diverse learning needs, including those with disabilities, developmental delays, or learning challenges. They collaborate with teachers, parents, and other professionals to provide specialized instruction, accommodations, and support services to help students succeed academically, socially, and emotionally. Specific responsibilities may vary depending on the needs of the school, the student population, and program goals.

Essential Functions and Responsibilities

Assessment and Individualized Planning:

- Conduct assessments and evaluations to identify students' strengths, challenges, and learning needs.
- Develop and implement individualized education programs (IEPs) tailored to each student's unique abilities, goals, and accommodations.
- Collaborate with multidisciplinary teams to review assessment data, determine eligibility for special education services, and develop appropriate intervention plans.

Instructional Design and Differentiation:

- Design and adapt instructional materials, methods, and strategies to meet the diverse learning needs of students with disabilities or learning challenges.
- Provide specialized instruction in core academic subjects, social skills, communication, and functional life skills using evidence-based practices and instructional approaches.

- Differentiate instruction to accommodate students' individual learning styles, preferences, and abilities, incorporating assistive technology and adaptive resources as needed.

Progress Monitoring and Data Analysis:

- Monitor student progress and academic performance through ongoing assessment, data collection, and progress monitoring.
- Analyze assessment data to evaluate the effectiveness of instructional strategies, interventions, and accommodations, making data-driven decisions to adjust teaching methods as needed.
- Maintain accurate and up-to-date records of student progress, goals, and interventions, ensuring compliance with special education regulations and documentation requirements.

Behavioral Support and Positive Reinforcement:

- Develop and implement behavior intervention plans (BIPs) to address challenging behaviors and teach appropriate social and behavioral skills.
- Use positive reinforcement techniques, behavior management strategies, and social-emotional learning (SEL) interventions to support students' emotional regulation and social development.

Collaboration and Consultation:

- Collaborate with general education teachers, support staff, and administrators to ensure the inclusion and integration of students with disabilities in the general education curriculum and school community.
- Consult with parents, guardians, and caregivers to provide support, guidance, and resources for addressing students' educational and behavioral needs at home.
- Participate in individualized education program (IEP) meetings, team meetings, and case conferences to discuss student progress, goals, and transition planning.

Professional Development and Training:

- Stay current on best practices, research findings, and legal requirements in special education through ongoing professional development activities, workshops, and training opportunities.
- Pursue certification and licensure in special education or related fields, demonstrating competency and adherence to professional standards.
- Provide training and support to school staff on inclusive practices, accommodations, and strategies for supporting students with diverse learning needs.

Term of Employment: Three - Year Contract renewable yearly by written notice and mutual agreement.

Evaluation Method

The Teaching & Learning Director shall evaluate the Special Educator once a year. The Teaching & Learning Director will drive the evaluation process according to the defined procedure. The

KPIs for measuring the effectiveness of the Special Educator's contribution to the overall academic function of the school include: Student Progress (Academic Achievement: Measure students' academic progress in core subjects, comparing pre- and post-intervention assessment scores to determine growth. Functional Skills Development: Assess students' progress in developing functional life skills, communication skills, social skills, and independence). Individualized Education Programs (IEPs): Compliance: Monitor adherence to timelines and regulations for developing, implementing, and reviewing Individualized Education Programs (IEPs). Quality of IEPs: Evaluate the quality and effectiveness of IEPs in meeting students' learning goals, accommodations, and related services). Data Collection and Analysis (Data Collection Accuracy: Ensure accurate and consistent data collection on student progress, behavior, and interventions using objective measurement tools. Data-Based Decision Making: Demonstrate the use of collected data to inform instructional decisions, intervention planning, and goal setting). Behavioral Support and Management (Reduction in Challenging Behaviors: Measure the effectiveness of behavior intervention plans (BIPs) in reducing targeted challenging behaviors and increasing appropriate behaviors. Positive Behavior Support: Assess the implementation of positive behavior support strategies and reinforcement techniques to promote students' social-emotional development). Collaboration and Communication (Collaboration with Team Members: Evaluate the Special Educator's ability to collaborate effectively with general education teachers, support staff, administrators, and parents to support students' needs. Communication with Stakeholders: Monitor the frequency and quality of communication with parents, guardians, caregivers, and other stakeholders regarding students' progress, goals, and interventions). Professional Development and Growth (Participation in Training: Track the Special Educator's participation in professional development activities, workshops, conferences, and training related to special education practices and interventions. Skill Enhancement: Assess the acquisition of new skills, knowledge, and competencies by the Special Educator, demonstrated through improved practice and implementation of evidence-based strategies). Parent and Stakeholder Satisfaction (Feedback from Parents: Gather feedback from parents or caregivers on their satisfaction with the Special Educator's services, communication, and support. Stakeholder Surveys: Administer surveys to school staff, administrators, and other stakeholders to assess their satisfaction and perception of the Special Educator's contributions. Student and School Outcomes (Inclusion and Integration: Evaluate the impact of the Special Educator's support on students' inclusion, participation, and integration in the general education curriculum and school community. Academic and Behavioral Outcomes: Measure the improvement in students' academic performance, behavior, social skills, and overall well-being as a result of the Special Educator's interventions).

Selection and Appointment Process

Interested candidates should submit a resume, a portfolio of similar work done, and a cover letter explaining their qualifications and interest in the position. Application instructions and contact information should be included. This Job Description provides an overview of the responsibilities and qualifications for a Special Educator at the school. The specific requirements and expectations may vary depending on the school's needs, and the scope of its teaching and learning efforts.