

**JOB SUMMARY:**

Under the supervision of the Principal, the Special Education Teacher teaches elementary and/or secondary school subjects to students with emotional impairments in specialized school programs. This position plans and prepares a comprehensive annual classroom syllabus. The Special Education Teacher meets with students, parents and appropriate Day School staff to develop and administer an Individual Education Plan (IEP) for each assigned student and is responsible for achieving annual student classroom performance goals. This position supervises their assigned Paraprofessional Support Staff regarding daily classroom management of student behavior and academic work activities. The Special Education Teacher maintains records of student attendance, evaluates the student's classroom performance, administers student tests, and issues student grades in compliance with all applicable School districts, including but are not limited to the Santa Clara County Office of Education and California state regulatory requirements.

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**ESSENTIAL FUNCTIONS:**

1. Ensures, using all available resources, including appropriate school staff, effective classroom behavior management of assigned students on a day-to-day basis.
2. Teaches daily lessons to assigned students from school approved classroom syllabus.
3. Supervises, mentors, and works collaboratively with assigned 1:1s and/or Educational Assistant.
4. Monitors and assesses, on a regular basis, the academic and behavioral progress of each assigned student pursuant to their approved IEP or EP.
5. Works collaboratively with school staff (i.e. Educational Advisor, Clinical Manager, Behavior Specialists) and parents to regularly assess the academic and behavior needs of assigned students and develop corrective measures as necessary to maintain the student's maximum learning availability and learning capacity.
6. Plans, implements, and supervises all classroom lesson, learning activities, including all out of classroom field trips, non-physical education recreational, non-lunch break, and social activities.
7. Evaluates each student's classroom performance (both academically and behaviorally) and issues grades accordingly.
8. Completes an IEP at year's end for each assigned student, as needed, or by parent request.
9. Meets student classroom performance goals pursuant to stated IEP objectives.
10. Attends and participates in, all school, meetings, and career enhancement workshops and seminars.

**SCOPE OF AUTHORITY & RESPONSIBILITIES:**

- \* Must be able to work with emotionally and behaviorally disabled students.
- \* Responsible for the daily assignment of all classroom work and supervision of all daily classroom activity.
- \* Primary lead for ensuring the successful IEP completion work for all assigned students on an annual basis.
- \* Represents school in meetings with parents, regulatory officials, and the general public.

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**KNOWLEDGE, SKILLS, AND ABILITIES:**

- \* Must possess effective communication skills that allow for productive teacher to student communication.
- \* Must possess effective working knowledge of current and professional teaching and classroom management techniques and practices in Special Education environments.
- \* Must be able to work effectively as part of a team in a collaborative manner.
- \* Must be able to understand and interpret complex data and abstract concepts and be able to conduct research necessary to develop classroom syllabuses and lesson plans.

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**EDUCATION AND EXPERIENCE:**

- \* A four-year college degree from a fully accredited institution is required, preferably in education, child psychology, math, science, English, history, or social science, with a Master's degree being highly desirable.
- \* Must possess a Mild/Moderate Special Education Credential with Autism Rider, Moderate/Severe or Learning Handicapped Credential. (We will consider candidates accepted into an approved Intern credentialing program.)
- \* At least one (1) year of demonstrated professional experience working with emotionally and behaviorally disturbed children and/or adolescents is required, with experience in a combined Special Education-Mental Health work environment preferred.

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**PHYSICAL REQUIREMENTS:**

- \* Must be able to effectively communicate verbally in English, fluently.
- \* Must be able to use a computer and telephone.
- \* Must be able to read and compose written communications in English fluently.
- \* Must be able to lift and move at least 70 lbs.
- \* Must be able to physically participate in the physical restraining of a student using school approved student behavioral management techniques and methods.
- \* Some local travel may be required.