

SPECIAL EDUCATION – FUNCTIONAL ACADEMICS TEACHER

The job of Special Education Functional Academics Teacher was established for the purpose/s of teaching students in a specialized learning environment (SLE) which addresses cognitive, physical, emotional, social, and communication skills as well as addressing the specialized needs of students with identified disabilities.

QUALIFICATIONS:

Education: Bachelors degree in job related area

Equivalency: None Specified

Experience: Job related experience with increasing levels of responsibility is desired

Certificates & Licenses: Valid teacher’s license with appropriate endorsement acceptable to the state of Tennessee Department of Education

Must have or be willing to obtain First Aid and CPR certification

Must have or be willing to obtain Conflict Resolution/Restraint Training

Required Testing: Pre-employment Physical Exam

Clearances: Criminal Justice Fingerprint/Background Clearance

Continuing Education/Training: Maintain state license requirements

FLSA Status: Exempt

ESSENTIAL FUNCTIONS

- Assumes responsibility for the day-to-day operation of the SLE - Functional Academics classroom.
- Supports and participates in projects and programs, such as TRIBE Games, Small Miracles, and BUDS, designed to serve students in the program.
- Seeks a variety of services through community resources and agencies to meet the needs of exceptional students.
- Plans and implements self-care programs, including providing direct assistance to students (e.g., toileting, positioning, lifting feeding, etc.) as needed.
- Plans and implements a program to assemble, adjust and maintain specialized equipment used in the instructional program (including adaptive equipment).
- Provides direct instruction within the classroom or in a small group.
- Develops and maintains student IEP’s in Educational Management System and conducts parent meetings with fidelity in order to articulate student progress towards IEP goals.
- Cooperatively designs and implements IEP’s that focus on improving areas of skill deficits
- Plans curriculum and prepares lessons and other materials, considering factors such as individual needs, abilities, learning levels, and physical limitations of the students.
- Employs special education strategies or techniques during instruction to improve the development of sensory and perceptual-motor skills, language, cognition, or memory.
- Employs and follows conflict resolution/restraint strategies.
- Utilizes special teaching tools, techniques, and equipment.
- Plans curriculum and prepares lessons and other materials, considering factors such as individual needs, abilities, learning levels, and physical limitations of the students.
- Utilizes active teaching strategies which incorporate cooperative learning, audio-visual/technological advances, and/or other “leading edge” techniques.
- Uses formative/summative assessment data and progress monitoring data to drive instruction.

- Fosters cooperative social behavior through activities and group projects to assist students in forming satisfying relationships with other students and adults.
- Collaborates with school staff members to provide guidance regarding appropriate accommodations, modifications, and assessment of curriculum and instruction for students.
- Models instruction using effective strategies and methodologies for students with academic, behavioral and social challenges.
- Maintains effective, developmentally appropriate student management techniques in all settings.
- Discusses students' areas in need of support and progress with student, parents, and administration and suggests corrective action as needed.
- Accurately maintains/prepares, in a timely manner, all reports/data required by Federal and State Law (IDEA) and the Board of Education.
- Administers diagnostic tests and monitors students' progress on a regular basis.
- Employs special education strategies or techniques during instruction to improve the development of sensory and perceptual-motor skills, language, cognition, or memory.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.).
- Advises parents and/or legal guardians of student progress.
- Directs student teachers, instructional assistants, volunteers and/or student workers.
- Maintains a high level of personal integrity and strong work ethic.
- Assumes the responsibility of having regular and timely attendance.
- Participates in a variety of meetings and trainings.
- Assumes responsibility for knowing and following the safety rules and proper procedures associated with the responsibilities of the job.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the benefit of and in the best interest of students in the academic areas, athletics, special programs, extra-curricular activities, etc.
- Follows all board policies, school system rules and administrative regulations.
- Maintains confidentiality relative to employee, student, and parent records/information and procedures according to legal and system guidelines such as the Employee Handbook or Kingsport City Schools Policy Manual.
- Reports immediately, as required by law, to the appropriate agency(ies) and the principal or other persons designated by the school system, incidents of actual or suspected child abuse, actual or suspected child sexual abuse.
- Reports immediately, as required by law or school policy, to the appropriate agency(ies) and/or the principal or other persons designated by the school system, incidents involving unlawful student possession of weapons or drugs or fighting on school property.
- Responds in a prompt and professional manner to inquiries from a variety of sources (e.g. teachers, students, parents, administrators, boosters, etc.).
- Responds to emergency situations and safety concerns as necessary and directs to appropriate personnel for resolution.

OTHER FUNCTIONS

- Performs other job related duties as assigned.

KNOWLEDGE

Computers and Electronics – Knowledge of electronic equipment, and computer hardware and software, including the ability to use computers, iPads, smart boards and other technology equipment effectively.

Education and Training – Knowledge of principles and methods for curriculum and training design, teaching and instruction for individual and groups, and the measurement of training effects.

English Language – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Geography – Knowledge of principles and methods for describing the features of land, sea, and air masses; including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

Psychology – Knowledge of human behavior and performance, individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Public Safety and Security – Knowledge of relevant equipment, policies, procedures, and strategies to promote effective school security operations for the protection of people, data, and property.

Sociology and Anthropology – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

SKILLS

Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Complex Problem Solving – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination – Adjusting actions in relation to others' actions.

Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Instructing – Teaching others how to do something.

Judgment and Decision Making – Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Learning Strategies – Selecting and using training/instructional methods and procedures appropriate of the situation when learning or teaching new things.

Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Reading Comprehension – Understanding written sentences and paragraphs in work related documents.

Speaking – Talking to others to convey information effectively.

Social Perceptiveness – Being aware of others' reactions and understanding why they react as they do.

Time Management – Managing one's own time and the time of others.

Writing – Communicating effectively in writing as appropriate for the needs of the audience.

ABILITIES

Deductive Reasoning – The ability to apply general rules to specific problems to produce answers that make sense.

Fluency of Ideas – The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Inductive Reasoning – The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Information Ordering – The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Limited Supervision – The ability to perform the duties of the job with limited supervision.

Near Vision – The ability to see details at close range (within a few feet of the observer).

Oral Comprehension – The ability to listen and understand information and ideas presented through spoken words and sentences.

Oral Expression – The ability to communicate information and ideas in speaking so others will understand.

Originality – The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Problem Sensitivity – The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Speech Clarity – The ability to speak clearly so others can understand you

Speech Recognition – The ability to identify and understand the speech of another person.

Written Comprehension – The ability to read and understand information and ideas presented in writing.

Written Expression – The ability to communicate information and ideas in writing so others will understand.

WORK ACTIVITIES

Coaching and Developing Others – Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

Communicating with Supervisors, Peers, or Subordinates – Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail or in person.

Developing Objectives and Strategies – Establishing long-range objectives and specifying the strategies and actions to achieve them.

Documenting/Recording Information – Entering, transcribing, recording, storing or maintaining information in written or electronic/magnetic form.

Establishing and Maintaining Interpersonal Relationships – Developing constructive and cooperative working relationships with others, and maintaining them over time.

Evaluating Information to Determine Compliance with Standards – Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

Getting Information – Observing, receiving, and otherwise obtaining information from all relevant sources.

Interacting with Computers – Using computers and computer systems (including hardware and software) to enter data and collect and process information.

Interpreting the Meaning of Information to Others – Translating or explaining what information means and how it can be used.

Making Decisions and Solving Problems – Analyzing information and evaluating results to choose the best solution and solve problems.

Organizing, Planning, and Prioritizing Work – Developing specific goals and plans to prioritize, organize, and accomplish the work.

Thinking Creatively – Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

Training and Teaching Others – Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Updating and Using Relevant Knowledge – Keeping up-to-date technically and applying new knowledge to the job.

WORK ENVIRONMENT

The usual and customary methods of performing the job’s functions required the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

PHYSICAL DEMANDS

Strength & Endurance

Lifting or Exerting Force	
Up to 10 pounds	Frequent – less than 66%
Up to 25 pounds	Frequent – less than 66%
Up to 50 pounds	Frequent – less than 66%
Up to 100 pounds	Occasional – less than 33%
Over 100 pounds	None
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

Mobility

Standing	Constant – more than 66%
Walking	Constant – more than 66%
Sitting	Occasional – less than 33%

Coordination

Stooping	Occasional – less than 33%
Kneeling	Occasional – less than 33%
Crouching	Occasional – less than 33%
Crawling	Occasional – less than 33%

Upper Extremity

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

Climbing & Balancing

Climbing	Occasional – less than 33%
Balancing	Frequent – less than 66%

Sensory – Talking

Talk Ordinary	Constant – more than 66%
Talk Other	Constant – more than 66%

Sensory – Hearing

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

Sensory – Vision

Acuity near	Constant – more than 66%
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Acuity far	Constant – more than 66%
Depth perception	Constant – more than 66%
Accommodation	Constant – more than 66%
Color vision	Constant – more than 66%
Field of vision	Constant – more than 66%

ENVIRONMENTAL CONDITIONS

Temperature & Moisture

Extreme Cold	Less than 5% or not present
Extreme Heat	Less than 5% or not present
Wet/Humid	Less than 5% or not present

Noise & Vibration

Noise	Constant – more than 66%
Vibration	Constant – more than 66%

Hazards

Mechanical	Less than 5% or not present
Explosive	Less than 5% or not present
Electrical	Less than 5% or not present
Radiation exposure	Less than 5% or not present
Burn exposure	Less than 5% or not present
Other hazards	Less than 5% or not present

Atmospheric Conditions

Fumes exposure	Less than 5% or not present
Mists exposure	Less than 5% or not present
Odors exposure	Less than 5% or not present
Gases exposure	Less than 5% or not present
Dust exposure	Less than 5% or not present
Other atmospheric	Less than 5% or not present

Protective Clothing & Devices

Must wear PPE to meet universal precaution standards

Work Environment

95% Inside
5% Outside

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

PROVISION

This job description may be revised at any time. This is not a contract of employment, and the employee’s performance may be evaluated by factors not included on the written job description. There may be additional or different requirements or qualifications required by the state or federal government that are not included in this job description.