



Special Education Teacher Job Description

In the spirit of teaching and learning in a mission-driven school at ANS, we are leaders in excellence in inclusive practices and serving children with disabilities. ANS believes that every child has the right to learn within an inclusive community where children share the same needs to be challenged, to contribute, and to be respected for who they are.

Our inclusive program at ANS is designed to serve children who are prepared to make progress toward grade-level academic and social expectations.

Class level for the position: Teacher

Reports to: Divisional Principal

Qualifications for Special Education Teacher:

- ★ Possess a Bachelor's degree in special education, education, child development; and/or a degree in a child-related field along with proven teaching experience.
- ★ Be an advocate for excellence in special education learning, and removing barriers so that children with disabilities can be successful in school.
- ★ Very strong English language skills and willingness to respect our expectations about Fidelity to Language in all settings to promote a supportive English immersion model of language acquisition.
- ★ Evidence of a collaborative spirit in which decisions about teaching and guiding a child are made within a team.
- ★ Model joy in professional learning that expects risk, growth and allows for messiness and even failure now and then.
- ★ Demonstrate an awareness of how one's behavior and emotions can be interpreted by others and affect the child's performance.
- ★ Exemplify professionalism in communication with others, especially in stressful situations.
- ★ Willingness to ask questions, learn, and expand one's knowledge and skills to better serve the children.

PERFORMANCE RESPONSIBILITIES:

- ★ Be an advocate for the Community of Practice that defines what teaching and learning look like in our ANS Program.
 - Prepare yourself to review units and lessons so that you are an informed teacher for the children at your grade level(s).



- ★ Take a leadership role in your grade level(s).
 - Attend weekly collaborative grade-level meetings to contribute to planning teaching and learning experiences that best meet the needs of all learners.
 - Contribute expertise about differentiation to grade-level planning for teaching, learning, and assessment.
 - Co-teach and work in collaboration with classroom teachers.
 - Model being a teacher for all children in the classroom to avoid a child being stigmatized and to promote independence.

- ★ Serve as an advocate for every child.
 - Design an Inclusion Plan (IP) that communicates what the child is already good at and what they are working on in a productive and positive-minded way.
 - Use the IP to communicate a “recipe for success” so that every adult who works with the child knows how to support the child’s success in school.
 - Use “child first” labels to model respect and to avoid labels that stigmatize a child that often result in lowered expectation or exclusion.
 - Facilitate a collaborative approach to building a community of support for the child’s growth and sense of belonging.
 - Safeguard each child’s confidentiality. Never talk about the child in front of the child or other children, especially not in the classroom. Always find a closed-door setting to talk about any child and their needs.

- ★ Facilitate collaboration with all classroom teachers and parents to support ongoing planning and growth for the child’s academic and social success.
 - Facilitate meetings at the beginning of the year to develop the IP for the year, and during the year as needed to revisit the IP.
 - Be responsive to the child’s growth data as well as to the concerns from teachers or parents by calling a meeting to review a child’s IP whenever there are concerns that a child is not making adequate progress or something is not working.
 - Build positive relationships with parents as partners in learning to support the child’s academic and social success in school and home.
 - Demonstrate flexibility and open-mindedness about finding pathways for children to learn and achieve grade-level expectations.
 - Provide training and support for the Paraprofessionals.
 - Collaborate with Communication partners and approved specialists.

- ★ Provide specialized services that reflect best practices and high-impact instruction.
 - Prepare weekly lesson plans and reflections on each child’s progress.
 - Monitor each child’s progress with data from classroom teachers, assessments, teacher ratings, and child feedback.
 - Prioritize delivery of specialized services for consistency and effectiveness.



- ★ Serve as an expert about the child's learning profile to help guide the implementation of the Inclusion Plan, specialized instruction, and accommodations.
 - Carefully review previous evaluations, plans, and child progress.
 - Collect current data to best understand the child's progress relevant to classroom performance and grade-level goals.
 - Collaborate with outside providers to gain insight into the child's services and evaluation.
 - Facilitate collaboration among the specialists at The Children's Center to support ongoing planning and growth for the child's growth and success in school.

- ★ Demonstrate a commitment to a progressive model of research and professional growth to stay informed and prepared.
 - Connect with professional organizations or research journals.
 - Observe colleagues and participate in shared reflection to lift our level of instruction.
 - Eagerly teach and share your learning with others.

Please know that these qualifications and expectations are meant to be descriptive of the position and do not include every detail of the position. However, it is imperative that the teacher understand that our goal is to build an inclusion program of excellence.

