### JOB ANALYSIS

**I Job Title:** II Special Education Teacher I **Department:** I Education Support

|  |  |  |
| --- | --- | --- |
| **Shift:** | **Hours Per Shift:** | 7.5 |
| **Overtime:** | **Hours Per Week** | 37.5 |

### General Job Summa

Provides students who are severely disabled with an instructional program designed to meet the needs of students with

severe disabilities and/or health issues.

**Organizational Relationships**

|  |  |
| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision but provides oversight to teaching assistants. |
| **Supervision Received:** | Employee receives direct supervision from Principal. |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Creates and writes lesson plans in preparation of educating students. Develops and writes units as needed. |
| Daily | Provides teaching and education to students through lectures, classroom activities, group projects and other teachinq methods as needed. |
| Daily | Creates and writes goals for students and writes progress reports. Monitors student's progress. |
| Daily | Reviews and assesses papers, projects, and assignments turned in by students. |
| Daily | Ensures readiness of classroom for students by posting visual aids/instructional information, decorating room, and rearram:iinq furniture as needed. |
| Daily | Conducts teacher/parent conferences, communicates disciplinary actions with parents. |
| Daily | Sends required paperwork by mail to parents as necessary. |
| Daily | Develops transition plans to move students to targeted activities. |
| Daily | Works with peers to communicate ideas and develop lesson plans and teaching methods. |
| Daily | Attends professional development and continuing education events as assigned. |
| Daily | Attends and participates in staff meetings. |
| Daily | Creates and reviews individual student education plans. Manages, maintains, and reports on plans as needed. |
| Daily | Performs other duties as assigned. |

**Non Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | BA deqree |
| **Experience:** | Based on applicants credentials |
| **License/Certification** | Must have teaching credential and pass background check |

### Knowledge



* **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Computers and Electronics** - Knowledge of computer hardware and software, including applications and programming.
* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Education and Training** - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
* **Psychology** - Knowledge of human behavior and performance
* **Math and science** - Knowledge of basic math and science
* **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

### Skills

* **Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** - Giving appropriate 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.
* **Attention to Detail** - Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** - Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Computer Programming** - Writing and modifying computer programs for various purposes.
* **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Maintenance** - Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Quality Control Analysis** - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Service Orientation** - Actively looking for ways to help people.
* **Social Perceptiveness** - Being aware of others' reactions and understanding why they react as they do.
* **Technology Design** - Generating or adapting equipment, systems and/or technology to serve user needs.
* **Troubleshooting** - Determining causes of operating errors and deciding what to do about it.

### Abilities

* **Category Flexibility** - The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.
* **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).
* **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

### Physical Demands

Never (N) Rare (R) Occasional (0) Frequent (F) Constant (C)

Not Required

Less than 10% of the shift Up to 33% of the shift

Up to 66% of the shift Over 66% of the shift

**I mg**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| **N** | R 0 | | F | C | y | **N** |
| 0-10 lbs |  |  | **X** |  |  | Phone, school supplies, papers, ream of paper, books | 1-6' | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Tables, chairs, liftinq of children as needed |  | y |  |
| 26- 50 lbs |  | **X** |  |  |  | Tables, chairs, lifting of children as needed |  | y |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76 - 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over1001bs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Lifted | | **X** |  |  |  | Lifting/restraining children as needed | 1-5' | y |  |

Notes regarding items weighed (if any): None

### Carrying

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| **N** | R 0 | | F C | | y | **N** |
| 0-10 lbs |  |  | **X** |  |  | Phone, school supplies, papers, ream of paper, books | 1-50' | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Tables, chairs | 1-20' | y |  |
| 26- 50 lbs | **X** |  |  |  |  |  |  |  |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76 - 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over1001bs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Carried | | **X** |  |  |  | Tables, chairs | 1-20' | y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | **Surface(s)** | **Activity** |
| **N** | R | Oi F | **C** |
| Sitting |  |  | **x-x** |  | Office chair: padded, adjustable, swivel, wheeled | Computer/office functions, providing teaching/education, assessing papers/assiqnments |
| Walking |  |  | **x-x** |  | Carpet, concrete, may have to run on rare occasions | Providing teaching/education, gathering supplies, bus/vard duties |
| Standing |  |  | x/ |  | Carpet | Providing teaching/education, operating office equipment |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| **N** | R | 0 | F | **C** |  |
| Bendinq (Neck) |  | **X** |  |  |  | Observinq work/documents |
| Bending (Waist) |  | **X** |  |  |  | Reachinq low drawers/shelves |
| Twistinq (Neck) |  |  |  | **X** |  | Observinq surroundings, supervising classroom |
| Twisting (Waist) |  |  | .x |  |  | Accessing supplies/books, supervisinq classroom, |
| Squatting |  |  | **X** |  |  | As alternative to bending |
| Climbing |  | **X** |  |  |  | Stairs, step stool |
| Kneelinq |  | **X** |  |  |  | Communicatinq with children |
| Crawling | **X** |  |  |  |  |  |
| Pushing/Pullinq (Dominant hand) |  |  | **X** |  |  | Drawers/doors, wheel chair |
| Pushing Pulling (Non-Dominant hand) |  |  | **X** |  |  | Drawers/doors, wheel chair |
| Reaching - Above Shoulder Level |  | **X** |  |  |  | Accessing items on upper shelves, hanging posters/learning materials |
| Reaching - Below Shoulder Level |  |  | **X** |  |  | Desk items, phone, accessing suoolies/books |
| Balancinq | **X** |  |  |  |  |  |
| Coordination (Eye, Hand, Foot) | **X** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| **N** | R | 0 F | | **C** |  |
| Repetitive Use of Hands |  |  |  | **X** |  | Writing, keyboarding, manipulating mouse |
| Simple Graspinq (Dominant Hand) |  |  | **x-x** | |  | Manipulatinq mouse, transportinq/positioninq objects |
| Simple Grasping (Non-Dominant Hand) |  |  | **x-x** | |  | Transporting/positioning objects |
| Power Graspinq (Dominant Hand) |  | **X** |  |  |  | Transporting/positioninq heavier objects |
| Power Grasping (Non-Dominant Hand) |  | **X** |  |  |  | Transportinq/positioninq heavier objects |
| Fine Manipulation (Dominant Hand) |  |  |  | **X** |  | Keyboarding, handwriting, dialing phone, operating office equipment, collatinq paperwork |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | **X** |  | Keyboarding, dialing phone, operating office equipment, collating paperwork |

### Environmental Demands

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **y** | **N** | **If yes, describe** |
| Drivinq cars, trucks, forklifts and other equipment | D | • |  |
| Workinq around equipment and machinery |  | D | Office equipment |
| Walkinq on uneven qround |  | D | Ramps |
| Exposure to excessive noise |  |  |  |
| Exposure to extremes in temperature, humidity, wetness |  | D | Outdoor conditions |
| Exposure to dust, qas, fumes, or chemicals | D |  |  |
| Workinq at heiqhts | D |  |  |
| Operation of foot controls or repetitive foot movement | D |  |  |
| Use of special visual or auditory protective equipment | D |  |  |
| Workinq with bio-hazards | D |  |  |

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### Sensory Demands

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| --- | --- | --- | --- |
| **Factor** | **y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  | D | Papers, desk items, computer functions |
| Seeing far (observing) |  | D | Monitorinq/supervisinq classroom |
|  |  |  | Monitorinq/supervisinq classroom |
|  |  |  |  |
| Speaking | • | D | Communicating with co- workers/students/visitors |
| Hearing Speech | • | D | Communicating with co- workers/students/visitors |
| Hearing mechanical sounds |  | D | Bells, alarm system |
| Sensing odors |  | D | Monitorinq work area |
| Sensing touch |  | D | Workinq hands on with student |

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Seeing to sides (peripheral vision)

D

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Seeing colors D

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**Mach"meryj/E.qmpmen*tJW* ork A"I dS**

|  |  |
| --- | --- |
| Machinery | Computer, lifts, specialized equipment |
| Equipment | Computer, scanner, printer, office equipment |
| Tools | None |
| Other Work Aids | None |

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Required

### MENTAL/COGNITIVE DEMANDS Yes/No

y N

Relate to other people • D

Perform daily activities *(ex.* ability to attend meetinas, socialize with others, attend to personal needs, etc.) • D

Maintain personal habits • D

Multitask relative to iob duties • D

* D

Understand, carry out, and remember instructions

Respond aPPropriatelv to supervision • D

Perform work requirinq reqular contact with others • D

Perform work where contact with others will be minimal D •

Perform tasks requirinq minimal intellectual effort • D

Perform intellectually complex tasks reauirinq hiaher levels of reasoninq, math and lanauaae skills • D

## D

Perform repetitive tasks

Perform varied tasks • D

Make independent judqment • D

## D

Supervise or manaqe others

•

Provide clinical direction D

Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- • D

break aspects of the job

Ability to work relative to the job description • D

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.