

WINDBER AREA SCHOOL DISTRICT  
JOB DESCRIPTION

Department: Instruction

Standard Title: Emotional Support Teacher

Primary Function:

The Emotional Support Teacher will execute all duties required for an effective instructional program for all assigned children.

Supervision Received:

The Emotional Support Teacher is directly responsible to the Director of Education and/or his/her designee.

Direction Exercised:

The Emotional Support Teacher is responsible for the supervision of all assigned students, aides and volunteers.

Essential Duties:

District:

1. Be responsible for following the applicable policies and regulations as established by the Board of Education and the administration.
2. Be responsible for cooperating with the administration in the organization, implementation, and evaluation of the Special Education Program.
4. Prepare lesson plans and contribute to the development of curriculum.
5. Maintain a safe and educationally sound environment.
6. Contribute to the evaluation of the total program for exceptional students.
7. Coordinate integration with the regular education program when students can appropriately learn and achieve in the regular education setting.
8. Maintain confidentiality for all areas of the WASD, its staff and its work.
9. Promote a positive image of special education and autism.
10. Cooperate with all WASD staff in maintaining harmonious inter-personal relations.
11. Work closely with teachers to develop effective strategies and interventions in relation to individual students.
12. Contribute to the development and delivery of in-service activities for staff members and parents.

13. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
14. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
15. Act as the official building level contact person for emotional support.
16. Provide advice to teachers addressing the particular learning, social, communication and developmental needs of emotional support students.
17. Work closely with teachers to develop effective strategies and interventions in relation to individual students.
18. Attend school liaison meetings as appropriate.
19. Suggest strategies to staff members to assist in the management of student behavior.
20. Assist staff in appropriate teaching styles and differentiation of curriculum to facilitate student learning.
21. Advise staff in setting appropriate behavioral and learning targets and assist in reviewing outcomes.

Students:

1. Develop and implement a program of study, employing a variety of instructional techniques and instructional media, that meets the individual needs, interests, and abilities of assigned students.
2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the assigned students.
3. Administer annual tests for the development of the students' Individual Education Plans and to participate in the educational re-evaluations.
4. Develop Individual Education Plans in consultation with the parents/guardians of students.
5. Update the Tracking System for Student Identification as required by Intermediate Unit 8. Updated information should include changes, additions, and deletions.
6. Carryout classroom and play ground observations.
7. Meet with assigned students in accordance with the requirements outlined in the Individual Education Plan.
8. Communicate with the parents of assigned students regarding the activities and progress of the assigned students.
9. Ensure the respect, dignity and rights to privacy of pupils/students as much as possible.
10. Facilitate the delivery of a range of interventions that are deemed to be appropriate to meet the needs of the individual student.
11. Monitor, assess and review a student's progress and the appropriateness of provision and provide reports at regular intervals.
12. Liaising with a student's parents to encourage their involvement and to offer advice and support as to how they might support their child at home.

14. Encouraging liaison between home and school to maximize consistency in relation to the effective strategies that are being implemented to meet the needs of the student.
15. Encourages students to set and maintain standards of classroom behavior.
16. Work with assigned students individually or in a small group if appropriate.
17. Encourage a coordinated approach in addressing a student's learning, social, communication and developmental needs.
18. Devise and assist in the implementation of an individualized learning program for emotional support students.
19. Keep informed of current approaches, teaching strategies and resources relevant to teaching emotional support students so that appropriate interventions can be applied in school contexts.
20. Assist with transitions of designated students between instructional settings.

### Secondary Duties:

1. To work with the principal in providing a program of continuous instructional delivery to assigned students.
2. Keep informed of modern educational thought and practices through advanced study, attending conferences, clinics, workshops and seminars; membership in professional organizations and professional readings.
3. Attend and participate in district-sponsored in-service programs.
4. Performs duties with awareness of all LEA requirements and practices.
5. Perform duties as assigned by the Superintendent and/or his/her designee.

### Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Physical Requirements:

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter, operate standard office equipment, and use a telephone.
3. See and read a computer screen and printed matter with or without vision aids.
4. Hear and understand speech at normal levels and on the telephone.
5. Speak so that others may understand at normal levels and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.

Qualifications:

Education/Experience – Any combination of education and experience that would provide the required skill and knowledge for successful performance would be qualifying. However, applicants must meet the following minimum qualifications:

1. The Emotional Support Teacher shall hold at least a bachelors degree and appropriate certification from an accredited institution.
2. Meet all federal and state certification requirements.
3. Knowledge of State and Federal regulations relative to elementary and/or secondary instruction.
4. Knowledge of program planning and budgeting.
5. Excellent communication, problem solving and organization skills.

Salary:

The salary shall be in accordance with the schedule established by the Board of Education in the collective bargaining agreement.