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## **Job Description**

### **Special Education Teacher – Facility School**

#### **This position is eligible for Health Benefits**

Hours: 7:30am-4pm School Hours: 8:30-2:30pm August 12-May 29

#### **Minimum Requirements**

Must hold a valid and current license from Colorado Department of Education with a Special Education Generalist endorsement.

#### **Preferred Experience and Skills**

HIGHLY Preferred experience as an educator in facility school setting. Understanding and experience working with victims of trauma and/or at-risk youth. First aid/CPR training a plus. Curriculum development experience and teaching multiple grade levels required.

#### **Job Summary**

The special education teacher will provide special education services, pre-vocational and life skills training to adolescent survivors of sex trafficking in a residential setting.

#### **Job Duties Academic services and classroom management**

- Provide an optimal classroom environment and learning experience.
- Establishes and maintains strong classroom management
- Complete all academic and diagnostic assessments
- Participate with family and/or guardian and team in the development of IEP
- Facilitate and monitor activities in accordance with each child's IEP goals
- Maintain client education records
- Develop and coordinate classroom schedule
- Meet the individual academic and therapeutic needs of each student
- Attend school staffing meetings when child transitions to a new school
- Complete all necessary paperwork before the end of shift, i.e. incident reports.
- Complete monthly education summaries and academic report cards.
- Develop lesson plans in accordance with standardized curriculum that allow for self-paced and individualized learning, and support emotional/behavioral deficits.
- Knowledge of behavior/emotional support plans, crisis intervention techniques, and proactive/preventative techniques.
- Be familiar with the Exceptional Children's Educational Act Rules and Regulations.
- School records shall be transmitted according to State law, pursuant to Section

24-72-204, C.R.S., and the Individuals with Disabilities Education Act (IDEA).

- Be knowledgeable of LEA “child find” requirements to assess any suspected disabling conditions.

### **Client Connections and Recovery Support**

- Maintains professional boundaries with children and acts as a positive role model.
- Communicates with clients in a strengths-based, trauma-informed, and respectful manner at all times. Refraining from derogatory comments or name calling. The latter type of word choices may result in disciplinary action.
- Demonstrates ability to identify concerning behaviors, anticipate potential problems, and provide for the child’s individual needs on an ongoing basis.
- Help oversee that the paraprofessional maintains routine, consistency, structure and democratic environment on an ongoing basis.
- Utilizes de-escalation and trauma-informed behavior management techniques.

When necessary employee engages personal managements to keep staff and clients safe.

- When necessary employee assists in direct care staff assignments, such as preparing lunch and snacks, and assisting with transportation.

### **Preferred Qualifications and Skills**

- Excellent verbal and written skills.
- Experience in writing Individualized Educational Plans (IEPs) and communicating the contents in an understandable way.
- Experience compiling and managing special education reporting data.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Organized and good time-management skills
- Desire to continue development as professional and help the school achieve accreditation.
- Able to take responsibility for student outcomes and achievement.

### **Forward Learning Academy**

Teacher Responsibilities

#### 1) RECORDS:

- a. Submit records request to previous school(s). Use previous records to determine credits earned, and grade level. Also, document if student is Special Education and has a current IEP. Determine previous and current school district.

Intake information is recorded and submitted to Education Director. When student leaves Forward Learning Academy, contact new school and submit students’ records

- b. Develop IEP or ILP based on student Intake Information. Coordinate with current school district if IEP. Maintain monthly records of educational and behavioral and objectives for IEPs and ILPs
- c. Maintain all grades in Infinite Campus.

- d. Maintain daily attendance
- e. Maintain student file in classroom

## 2) INSTRUCTIONAL RESPONSIBILITIES AND LESSON PLANS:

- a. Develop lesson plans following CDE goals and objectives for all six subject areas
- b. Plan effective use of instructional time
- c. Apply principles of teaching/learning to enhance student achievement, including experiential methods
- d. Utilize teaching methods that are appropriate for meeting the goals and objectives outlined in the students' IEP/ILP
- e. Modify instructions and differentiate each students' lessons based on grade and ability level to meet student's needs
- f. Communicate effectively with the students
- g. Provide for and maintain student involvement during instruction
- h. Find and develop all lesson material
- i. Record growth on student learning

## 3) ASSESSMENTS:

- a. Upkeep all assessment material, including online systems, and keep records in student files
- b. CMAS Coordinator and contact person for CDE; collect materials, maintain on-line log-ins, monitor assessments within testing windows, collect materials, submit to CDE and close out annual assessment on-line portals
- c. Effectively communicate student progress to parent/guardian, therapist, and student
- d. In Infinite Campus: Complete and submit monthly progress notes, midterm grades, and session grades by the due date. Report IEP/ILP goals on a quarterly basis

## 4) COORDINATE WITH DIRECT CARE STAFF

- a. Encourage academic participation with school incentive programs and coordinating with Direct Care Staff for cooperation with attending school on time
- b. Provide ongoing consultation services to staff members

## 5) ENVIRONMENT

- a. Encourage the students to problem solve and resolve their own inappropriate actions.
- b. Create a learning environment that fosters self-discipline, honesty, leadership, and success for students
- c. Exercise consistent and concise communications and collaboration with fellow staff to resolve educational and/or behavioral issues that arise in the school

## 6) SUPERVISION

- a. Supervise paraprofessional and engage paraprofessional in school activities, including leading role in specified subject and lead teacher position in teacher's absence
- b. Program Manager will supervise the Education Coordinator/Teacher with input from contracted Special Education Director
- c. Resource advisement will be done by School Director and Program Director

## 7) PROFESSIONAL RESPONSIBILITIES

- a. School work hours are 8:30 AM – 2:30 PM
- b. Complete all necessary paperwork by the due date and/or prior to taking time off
- c. All requested time off must be submitted in writing in a timely manner
- d. Leave detailed lesson plans for staff covering your classes
- e. Create and submit lesson plans for general activities in the case of unplanned absences
- f. Dress appropriately (e.g., casually in general, but more formally for IEP meetings or tour days)
- g. Maintain student confidentiality
- h. Attend professional development activities which promote teacher's knowledge of educational and behavioral management
- i. Maintain teaching license by accumulating CEUs and/or credits and submitting application for renewal to CDE before current license expires

Extended Hands of Hope is a Christian, Faith-based Nonprofit and an equal employment opportunity employer. We seek a broad and diverse pool of candidates and strongly believe that our organization benefits from the perspectives and talents of a diverse staff.

Job Type: Full-time

Salary: \$48,000.00 /year

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## Application Questions

**You have requested that Indeed ask candidates the following questions:**

- How many years of facility school/special education experience do you have?
- How many years of working with at-risk youth experience do you have?
- Do you have the following license or certification: Colorado Special Education?
- Do you speak Spanish?
- Are you willing to undergo a background check, in accordance with local law/regulations?
- How is your previous experience relevant to this role?
- When are you available for an interview or phone screen? Please list 2-3 dates and times or ranges of times.
- This question was written by the employer. You can report inappropriate questions to Indeed by exiting this application and clicking the blue "Report Job" job link below the job description. "Do you have direct experience developing curriculum for multiple grade levels? If so, tell me more about that."