



JOB DESCRIPTION: September 28<sup>th</sup> 2017

### **Pathway Mission Statement**

At its founding in 1961, Pathway was among the very few schools in the greater Philadelphia area designed exclusively for the learning disabled child, and unified the disciplines of psychology, psychiatry, medicine and social work with education. Since then, The Pathway School has increased the size of enrolment and staff who support the students, developed the vibrant learning environment located on a 12-acre campus in Jeffersonville, and solidified its reputation as a leader in innovative, quality programs and services for those who need a specialized education. Throughout all of its growth, the school's mission has remained the same: **to build academic, social, and life skills in students with special needs, to promote their success and independence after Pathway.**

**POSITION:** Classroom Teacher – Upper School

**DEPARTMENT:** Education

**RELATIONSHIPS:** Reports directly to the designated Educational Supervisor.

**FUNCTIONS:** Responsible for planning, developing, delivering and evaluating appropriate individualized educational services, learning programs and instruction for special needs students in both self-contained and integrated settings in consultation with other school personnel.

### **Qualifications:**

Education: Bachelor Degree in Special Education from an accredited college or university.

#### Certification:

- Pennsylvania State Special Education Certification K-12 is required.
- Secondary Certification in a specialized area is a plus.
- Behavior management and/or Autism certification or training a plus.

#### Experience:

- Minimum of 3 years' experience in a special education environment as a Special Education Classroom Teacher.
- Experience must include working with students who may have significant social and emotional needs.

#### Technical Skills:

- Ability to work with Individualized Education Plans (IEP's);
- Ability to learn and apply Pathway's School-Wide Positive Behavior Intensive Support System (PBIS), as well as, individual student Behavior Support Plans;
- Demonstrated ability to work with students that have moderate to severe social and emotional difficulties;
- Demonstrated ability to adapt curriculum to meet students' academic needs as well as motivate students to engage in the learning process. This includes knowledge of the application of functional activities and community integration concepts in a special education environment;



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- Demonstrated ability to follow established procedures when students are in crisis.

**Core Competencies:**

- Ability to Manage Change.
- Ability to Provide a High Level of Customer Service.
- Ability to Provide Professional Services to both internal and external customers.
- Ability to be Innovative and Creative.

**Compliance Requirements:**

- Must comply with Act 168 and submit a completed Sexual Misconduct Form.
- Must be able to obtain and maintain a satisfactory PA criminal background check, Child Abuse & FBI clearances and pass a drug test, as well as, a TB Test;
- Must be able and willing to drive and have a valid PA driver's license.

**Physical Requirements:**

This position requires a high level of energy. Physical activities can include both sitting and standing for long periods of time; lifting, climbing, bending/stooping, grasping and pulling. Must have full range of motion in order to provide possible emergency care and/or administer effective/safe CPI techniques. This position requires walking and could include working in both an indoor environment as well as an outdoor environment (cold/hot).

**PROFESSIONAL DUTIES:**

1. Develops an individualized education program (IEP) for each student assigned to classroom based on current educational and emotional needs. This includes related service goals and behavioral assessments;
2. Revises IEP, when required, subject to established procedures;
3. Requests further educational assessment information when needed from educational specialists or consultative assistance from related services in the psych or behavior departments;
4. Maintains assessment/evaluation information and a current copy of the IEP for each assigned student in classroom files for use in planning instruction;
5. Shares IEP information with assistants and/or 1:1 staff; makes certain that staff clearly understands their IEP responsibilities; maintains appropriate documentation;
6. Prepares classroom lesson plans applying differentiated teaching techniques and specifically designed instruction;
7. Instructs assigned students according to the established IEP goals, designated objectives and Pennsylvania curriculum guidelines;
8. Applies preventive techniques to manage student behavior in the classroom;
9. Monitors student progress on IEP goals and maintains a record of each student's instruction, including IEP objectives mastered;



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10. Collects and maintains all appropriately student data as directed by his/her supervisor;
11. Prepares for and contributes to student team meetings, parent-team conferences and IEP planning meetings;
12. Writes student progress reports as determined by Education Supervisor;
13. Administers informal and standardized educational tests;
14. Requisitions textbooks, instructional materials and supplies as needed through established procedures;
15. Makes appropriate and effective use of the assigned Instructional Coordinator;
16. Contributes to in-service education programs at the request of an Educational Supervisor and/or Education Director;
17. Participates in the development of curriculum, instructional materials and techniques.
18. Assists in developing and carrying out research or project plans as assigned by the Educational Director.