

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 – Functional Transition Living Program

DEPARTMENT: Education

POSITION SCHEDULE: Education Model – 10 month Schedule – Full-time

RELATIONSHIPS: Reports directly to the School's Principal

FUNCTIONS: Primarily functions as a classroom teacher providing instruction in academics and transitional living. Develops and implements individualized education programs, both on-campus and off-campus, in the community, centering on life skills. As a classroom teacher, is responsible for participating in behavior management and is part of the diagnostic team providing accurate and effective feedback in the transition process.

QUALIFICATIONS: Education/Certification
Bachelor's Degree required.
PA Certification in Special Education required K-12

Experience:

A minimum of 2 years teaching in a Special Education Classroom environment required. Experience in vocational education, transition services and/or Practical Living Skill Environment a plus. Knowledge and experience working with functional behavior plans and utilizing Crisis Prevention Intervention techniques a plus.

Knowledge, Skills and Abilities:

- Possess knowledge and skill in diagnostic/prescriptive testing, instruction formulation and progress report writing;
- Possess the ability to handle the behavior management of our students in accordance to Pathway's Positive Behavior Intervention Support program;

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Job Description: 8-14-2019

- Possess adequate computer skills to facilitate IEP and reporting processes;
- Possess knowledge of life skills curriculum and working-knowledge of the transitional process for young adults.

Compliance Requirements:

- Must meet all PDE compliance guidelines (Child Abuse Clearance, PA State Background Check, FBI Clearance and Physical with TB Testing and Drug Test);
- Must be able and eligible to drive in this classroom environment with a current and clean PA Driver's License

Competencies:

- Ability to be flexible, expect and adjust to change;
- Ability to provide a high level of customer service;
- Ability to work collaboratively cross departmentally and maintain professional standards;
- Willingness to be innovative and creative.

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 Responsibilities:

1. Develops an individualized education program (IEP) for each student assigned to his/her caseload and/or classroom based on current educational and emotional needs; behavioral assessments; and, department evaluations. Revises IEP, when required, subject to established procedures and in alignment with PDE regulations;
2. Develops and implements individualized education programs, both on-campus and off-campus, in the community, centering on life skills.

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3. Proactively requests further educational assessment information when needed from educational specialists or consultative assistance from clinical staff. Maintains assessment and valuation data consistently, as well as, a current copy of the IEP for each assigned student in classroom files for use in planning instruction;
4. Shares IEP information with classroom staff (i.e. Instructional Coordinators, PCAs). Makes certain that classroom staff clearly understands their IEP responsibilities and maintains appropriate documentation;
5. Prepares classroom lesson plans and submits plans in a timely manner when requested by Supervisors. Works collaboratively with the school's transitional services team to align goals. Instructs assigned students according to the established IEP goals, designated objectives and Pennsylvania curriculum guidelines;
6. Maintains appropriate classroom discipline following Pathway's Behavior Management Models;
7. Monitors student progress on IEP goals and maintains a record of each student's instruction, including IEP objectives mastered;
8. Prepares for and contributes to student team meetings, parent-team conferences and IEP planning meetings;
9. Writes student progress reports;
10. Administers informal and standardized educational tests;
11. Requisitions textbooks, instructional materials and supplies as needed through established procedures;
12. Contributes to in-service education programs when requested;
13. Participates in the development of curriculum, use of instructional materials and techniques;
14. Assists in developing and carrying out research or project plans as assigned by the School's Principal.

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