

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM  
CLARKSVILLE, TENNESSEE  
JOB DESCRIPTION

**Job Title: Special Education Teacher  
Search Grant**

**Department: Special Education / Transition Project**

**Date Reviewed: May 2017**

**Reports to: Coordinator of Special Populations**

**Calendar: 10 months**

**\*\*Grant Supported Position: Reviewed/Renewed Annually**

**Purpose of Job**

The purpose of this job is 1) To identify students' strengths, interests, and abilities related to skill acquisition, job development and placement. 2) To seek an appropriate community job site consistent with the students interests and skills. 3) To determine and refer to appropriate community support services for training and successful employment. 4) To work with local business and industry to meet their employment needs.

**Essential Duties and Responsibilities**

**The following duties are normal for this job. These are not to be construed as exclusive or all inclusive.**

- Recruit appropriate students with disabilities for Project SEARCH program (ages 18-22, last year of high school)
- Attend IEP meetings for possible student recruits
- Identify internship sites within the host business so that students can participate in a variety of work experiences in order to build marketable, competitive skills and leading to employment.
- Develop sites that will increase job specific skills, work quality and productivity
- Plan with students, families, and agency personnel to determine career interests, specific job preferences (hours, location, etc.), skills and abilities to develop an individualized approach to placement.
- Identify and create solutions for behavioral concerns that interfere with gaining and maintaining employment.
- Instruct students to learn employability skills such as communication, problem solving, and teamwork, grooming, budgeting and self- advocacy.
- Monitor and record daily attendance at work sites; teach students to independently inform

departments of absences/tardiness

- Give appropriate grades based on participation, skill development, attitude, etc.
- Assess students on a daily/weekly basis and layer additional skills.
- Coordinate travel training (when appropriate) through public transportation or teach students to be able to access private transportation independently.
- Develop work portfolios for each student to include credentialing of skills attained, letter of recommendations from internship sites, etc.
- Collect data on student outcomes including jobs gained, wages, hours worked per weeks, benefits taken, etc.
- Coordinate Advisory Committee meetings with all partners represented including parents.
- Perform specific job analysis, task analysis, and job matching activities.
- Develop linkages among other agencies to assure effective transition from school to work or from current placement to successful community employment.
- Coordinate internal job placement opportunities within the host business and resulting accommodations, and necessary job supports for students.
- Develop job development training plan with consumers and appropriate support personnel.
- Coordinate job trainer/coach activities.
- Refer students to appropriate agencies for support and services related to successful employment.
- Develop Summary of Performance Plans with each exiting student.
- Attend appropriate Project SEARCH team meetings
- Plan and implement monthly staffing for each student participant with appropriate parties including the VR Counselor and parent.
- Communicate internship placements with other Project SEARCH team members.
- Schedule, plan and implement monthly written communication with parents and other parties.
- Schedule, plan and implement Open Houses to publicize the program and recruit potential students.
- Coordinate job coaches(when applicable) for student internship sites and competitive placements
- Communicate regularly with business liaison, job coaches for student progress and issues.

#### **Additional Job Functions**

Performs other duties as required.

#### **Minimum Training and Experience Required to Perform Essential Job Functions:**

- A Bachelor's degree from an accredited college or university.(Masters Preferred)
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.

Specialized training in and demonstrated knowledge of wide range of behavior management skills utilized in classrooms with special needs students.

#### **KNOWLEDGE OF JOB**

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and

implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM  
ESSENTIAL JOB FUNCTIONS PHYSICAL REQUIREMENTS:**

**PHYSICAL REQUIREMENTS:**

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:**

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**INTERPERSONAL COMMUNICATION:**

Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

**LANGUAGE ABILITY:**

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

**INTELLIGENCE:**

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

**VERBAL APTITUDE:**

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

**NUMERICAL APTITUDE:**

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

**FORM/SPATIAL APTITUDE:**

Requires the ability to inspect items for proper length, width and shape visually.

**MOTOR COORDINATION:**

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

**MANUAL DEXTERITY:**

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

**COLOR DISCRIMINATION:**

Requires the ability to differentiate colors and shades of color.

**INTERPERSONAL TEMPERAMENT:**

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

**PHYSICAL COMMUNICATION:**

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date