

**Job Title:** Lead Crisis Social Emotional Achievement **Wage/Hour Status: Exempt**

**Reports to:** Director of Special Education

**Dept./School:** Education Center/Administration

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The following statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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**Primary Purpose:**

Provide teachers of students with disabilities learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and guide teachers with helping them with the preparing lessons. Work in self-contained, team, departmental, or itinerant capacity as assigned. Supervise and provide SEA teachers district-wide in providing behavior/classroom management strategies and training. Assist Director of Special Education as needed.

**Qualifications:**

**Education/Certification:**

Bachelor's degree from accredited university

Master's degree preferred

Valid Texas teaching certificate with required endorsements for subject/level assigned

**Special Knowledge/Skills:**

Knowledge of special needs of students in assigned area

Knowledge of Admission, Review, and Dismissal (ARD)

Committee process and Individual Education Plan (IEP) goal setting process and implementation

General knowledge of curriculum and instruction

**Experience:**

At least one semester of Special Education teaching experience

Such alternatives to the above qualifications as the administration may find appropriate and acceptable

**Major Responsibilities and Duties:**

1. Provide teachers the training, individualized educational program (IEP) and/or behavioral improvement program (BIP) consistent with Texas Education Agency requirements.
2. Collaborate with teachers and other members of staff to develop IEP and/or BIP through the ARD Committee process for each student assigned.

3. Assist in the implementation of instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
4. Plan and train instructional staff on learning strategies, activities, materials, and equipment that reflect understanding of the learning styles of special needs students.
5. Work cooperatively with classroom teachers to modify regular curricula as needed and assist students with disabilities in regular classes with assignments.
6. Review all ARD reports.
7. Assist Director of Special Education with designing and delivering quality professional development for Social Emotional Achievement teachers and paraprofessionals.
8. Supervise teachers in conducting ongoing assessments of student achievement through formal and informal testing.
9. Assist Director of Special Education with developing standards and procedures for staffing and teacher/paraprofessional assignments.
10. Conduct regular classroom visits to provide direct support and consultation to teachers and paraprofessionals.
11. Consult with classroom teachers regarding management of student behavior according to IEP and/or BIP.
12. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
13. Assist in selection of books, equipment, and other instructional & training materials.
14. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
15. Maintain a professional relationship with colleagues, students, parents, and community members.
16. Use effective communication skills to present information accurately and clearly
17. Participate in staff development activities to improve job-related skills.

18. Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.

**Supervisory Responsibilities:**

Evaluate and supervise district SEA teachers

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

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