



THE HALTON SCHOOL

SPECIAL EDUCATION SUBSTITUTE TEACHER

Though many of the duties involved in the management and instruction of a special education classroom will be similar to those in a general education job placement, there will be some challenges that may require extra attention or effort.

SUMMARY: Instructs students and facilitates their learning in the absence of the regular teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides classroom instruction to students as outlined in lesson plans.
- Creates a classroom that is conducive to learning and appropriate to the maturity and interests of students.
- Maintains a safe and orderly environment.
- Maintains established routine of the school and classroom procedures in which assigned.
- Maintains a professional appearance as an example to students.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintains reasonable rules of conduct which encourage self-discipline and responsibility.
- Communicates effectively with parents when needed.

Ability to multi-task and attention to detail

Since students with special education designation will have unique goals in their learning plans, there will often be several learning activities occurring simultaneously. The ability to be collected and attentive in this dynamic environment is a desirable characteristic for special education substitute teachers.

Mindful of safety

The ideal substitute teacher for a special education classroom possesses the attentiveness to keep students safe and actively engaged. Mobile and observant, this teacher is constantly monitoring and aware of students' physical and emotional well-being.

Comfort in communicating with parents

Students with special needs may require more frequent home-school communication. Working in a special education placement may bring a substitute teacher into contact with parents.

Adherence to a schedule

Often students with special needs will have planned interventions. These may include appointments with the school nurse, physical, occupational, or speech therapists, and visits with the special education resource room teacher. In each case, the support personnel may come to the classroom to provide services or students may leave to go to them. A special education substitute must be mindful of the schedule in order to keep individual students on track.

Collaborating with support personnel

Substitute teachers in special education placements will often work with a team of support personnel that includes paraprofessionals, therapists, and co-teachers. The ability to work cooperatively, to lead, and to follow are competencies that are beneficial in this capacity.

PLEASE SUBMIT YOUR RESUME TO HEAD OF SCHOOL HEIDI BERTINO-DAUM AT:

heidi.bertino-daum@thehaltonschool.org