



## Special Education Teacher

### Minimum Qualifications

- Bachelor's degree in education, psychology, or related field AND a current California Level I or Level II Education Specialist Instruction Credential (Moderate-Severe or Mild/Moderate with an additional authorization to serve those with autism)
- 1 year of experience as a lead teacher/educator in a classroom setting
- 3 years experience working with those on the autism spectrum and/or working with students who are moderate to severely affected by a developmental disability in a professional setting
- 3 years experience collaborating with other professionals (therapists, staff) on a student's IEP team
- 1 year of experience completing and presenting lesson plans, formal and informal assessments, progress reports, and IEPs for students with special needs

### Goals For This Position

- Help to develop and provide an exemplary special education program to assigned students and establish a school wide environment that fosters learning and healthy development
- Lead and facilitate a classroom that allows students to meet IEP goals and developmental milestones and facilitates the development of: self-regulation, the ability to sustain engagement, positive attitudes and a sense of self, healthy social relationships, increasing levels of independence, and emotional well-being. While the curriculum and educational program is collaborative and transdisciplinary in nature, the special educator's areas of expertise are in functional academics, life skills, and social/emotional/behavioral development
- Lead the classroom team in a collaborative, respectful manner that supports the learning and professional goals of each staff member
- Be self-reflective and objective for the ultimate benefit of the students and school program, give and take feedback in a positive and supportive way
- Manage a clean, organized, effective classroom environment, given the sensory and communicative needs of the students- regularly collaborating with other staff members to create and maintain this
- Strive to maintain the philosophy and mission of the program to the highest capacity
- Be supportive of and maintain positive relationships with all parents, care providers, students, other staff members, administrative staff, the board of directors, colleagues, district officials, and community members
- Work collaboratively with other Special Educators, therapists and classroom team to maintain a safe, positive, and supportive learning environment for staff and students

Please note: The Special Educator Position requires a current Level I or Level II CA Education Specialist Instruction Credential (Moderate/Severe or Mild/Moderate with an additional authorization to serve those with autism).

This is a year-round, full-time Exempt (salaried) position. If you are interested in this position, please send your resume, cover letter and a good time to contact you to [Megan@Creeksideschool.org](mailto:Megan@Creeksideschool.org)

The Creekside School provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, The Creekside School complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

The Creekside School expressly prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of The Creekside School's employees to perform their job duties may result in discipline up to and including discharge.

Please Note: Employees must be able to exert up to 80 lbs of force occasionally, and/or up to 40 lbs. of force frequently, and 20 lbs. of force constantly to move objects, equipment, and to work/play with students. Employees must be able to perform the following physical movement functions as need:

LIFTING - raising objects from a lower to a higher position or moving objects horizontally from position-to-position

CLIMBING - ascending or descending stairs, ramps, or hills using feet and legs

BALANCING - maintaining body equilibrium to prevent falling

STOOPING- Bending body downward and forward

KNEELING - Bending legs at knees to come to rest on knee or knees

CROUCHING - Bending body downward and forward by bending legs and spine

CRAWLING - moving about on hands and knees or hands and feet

STANDING - remaining upright on the feet, particularly for sustained periods of time

WALKING - moving about on foot to accomplish tasks, particularly for long distances for community outings or moving from one classroom/office to another. Running is required for potential emergency situations and occasionally when playing with students

PUSHING - Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion

REACHING - Extending hand(s) and arm(s) in any direction

HANDLING - Seizing, holding, grasping, turning, or otherwise working with hand and hands.

FINGERING - Picking, pinching, or otherwise working primarily with fingers as in handling, typing, or writing.

Outdoor swimming is a seasonal component to the educational program. All staff employees working directly with students are required to swim and engage in water activities with the students, so the ability to swim and work with students in a pool is required.

Due to lack of qualified applicants for our open special education teaching position The Creekside School is filing a Declaration of Need for Fully Qualified Teachers with the California Commission on Teaching Credentialing.