

Special Education Teacher – High School

We are currently looking for a full-time, qualified Special Education Teacher to join our teaching staff in Term 1, 2017.

The successful applicant will have the following attributes:

- Able to support students in Years 7-12 students with disabilities and learning difficulties in all aspects of the curriculum.
- TRBWA accreditation to teach in a WA school.
- Able to develop and maintain Individual Education Plans, Individual Behaviour Plans, and other individualised programmes which directly target individual learning needs.
- Exhibit genuine care and compassion for students
- The ability to work well in a team with teachers and student welfare teams.

Please send your CV and the names and contact details of 3 referees to Janine Myers at janine.myers@carmel.wa.edu.au

Closing date: Friday, 30th September, 2017

Carmel School is an Orthodox Jewish Day School. Applicants are not required to be Jewish, however should be supportive of the values and ethos of the Jewish faith.

Reporting to the Head of Secondary, and liaising with the school psychologist, the Special Education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

The Special Education teacher will adapt general education lessons and teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities and teach basic skills, such as literacy and communication techniques, to students with severe disabilities. The Special Education teacher will develop Individualized Educational programs (IEPs) specific to each student's needs and meet with with parents, school administrators, and school psychologist to discuss updates and changes to the IEPs.

The Carmel model of Special Education includes both in classroom help (inclusive classrooms) and taking students out of the classroom for 1:1 or small group learning. It is imperative that the Special Education teacher liaise with the subject teacher to ensure a comprehensive learning plan for each student in each subject.

Job Duties

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

- Assess students' skills to determine their needs and to develop teaching plans
- Adapt lessons to meet the needs of students. Modify the Australian curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Plan, organize, and assign activities that are specific to each student's abilities
- Teach and mentor students as a class, in small groups, and one-on-one
- Prepare students for upcoming assessments or units by providing appropriate scaffolding lessons. These lessons may take place before or after normal school hours.
- Work with individual subject teachers to assist them in adapting their lessons and outcomes to suit the needs of special needs students.
- Implement IEPs, assess students' performance, and track their progress
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.
- Update IEPs throughout the school year to reflect students' progress and goals
- Discuss student's progress with parents, teachers, mentors, and administrators
- Supervise and mentor teacher assistants who work with students with disabilities
- Prepare and help students transition from year to year and after graduation
- Provide crisis intervention, as needed, for students and those in inclusive classrooms.
- Assist in preparation of data for local, state, and federal reports.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.

- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.

GENERAL TASKS

- Provide direct and indirect instructional support to students in a positive environment.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behaviour, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioural support system.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish and enforce rules for behaviour and procedures for maintaining an environment conducive to learning for all students.
- Assist in collection of data for providing appropriate classroom interventions.
- Serve as a member of a multidisciplinary team as appropriate.
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

The successful candidate will demonstrate knowledge of:

- the necessary principles and application of theory into practice for effective instruction and positive behavioural supports that are beneficial for implementation with all students with disabilities;
- Australian curriculum and modern pedagogy;
- human behaviour, development, and skill performance; individual differences in ability, personality, and interests;
- the assessment and treatment of behavioural and affective disorders;

The Special Educator also demonstrates

- the ability to provide positive behavioural support to students in a group and in an individual setting;
- an understanding of the federal, state, and local mandates governing the determination and delivery of special education services;
- the ability to complete observations and reports pertaining to learning behaviours of students;
- displays the ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members.
- Overall, the special educator possesses excellent human relations skills and a working knowledge of the English language in written and verbal form.

Education Requirements:

- An undergraduate degree and a Diploma of Education, specialising in Special Education.
Or
- A Bachelor of Education, specialising in Special education.
Or
- A 4-year degree followed by post graduate studies in Special Education.