

WASHINGTON SCHOOL DISTRICT

Washington, PA 15301

09/08/2025

POSTING

POSITION: 1 (ONE) SECONDARY SPECIAL EDUCATION TEACHER

CURRENT ASSIGNMENT: Secondary Special Education (7-12)- Autistic Support

AVAILABLE: 2025-2026 School Year

REQUIREMENTS:

- PA Certification: A Bachelors' Degree in Special Education N-12 or Special Education PreK-8, master's degree Preferred
- All required clearances and paperwork to be an employ of WSD
- Must also obtain 24 additional education credits within six years of hire to obtain permanent certification if level I candidate

SALARY: Contractual Rate

DEADLINE: Until Position is Filled

QUALITIES AND EXPERIENCE FOR THE POSITION:

- **Special Education Expertise:** Demonstrated knowledge of IDEA, IEP development, Reevaluation Reports (RRs), and specially designed instruction (SDIs)
- **Differentiated Instruction:** Ability to design and implement lessons that accommodate diverse learning needs and styles
- **Behavior Management:** Skilled in proactive behavior strategies, positive behavior supports, and crisis de-escalation
- **Academic Assessment:** Proficient in using formal and informal assessments to identify student needs and guide instruction
- **Instructional Planning:** Capable of aligning instruction with grade-level standards while supporting individualized goals
- **IEP Documentation & Compliance:** Experience managing timelines, writing compliant documents, and monitoring progress toward goals
- **Collaboration:** Proven ability to work as part of an interdisciplinary team, including general education staff, therapists, and administrators
- **Family Communication:** Effective in maintaining open, respectful, and proactive communication with parents/guardians
- **Technology Integration:** Experience utilizing assistive and instructional technology to enhance learning and engagement
- **Transition Planning:** Familiarity with secondary transition services, including vocational planning and community-based instruction
- **Cultural Competence:** Demonstrated sensitivity to cultural and individual differences impacting student learning and family dynamics
- **Organization & Time Management:** Strong skills in managing multiple responsibilities, documentation, and instructional planning
- **Commitment to Growth:** Engaged in ongoing professional development and reflection to improve instructional practices
- **Professionalism & Ethics:** Maintains confidentiality, meets deadlines, and upholds high standards for conduct and communication

ESSENTIAL JOB FUNCTIONS:

- **Design and Deliver Instructional Plans:** Create and modify instructional materials and strategies that support individualized learning goals while aligning with grade-level standards and curriculum.
- **Provide Direct Academic, Functional, and Life Skills Instruction:** Deliver instruction in core academic areas (e.g., reading, writing, math), as well as functional and life skills including communication, self-care, vocational readiness, and daily living. Tailor instruction to the unique needs of students with Autism using evidence-based practices, visual supports, structured routines, and real-world application to promote generalization across settings.
- **Implement Evidence-Based, Structured Teaching Strategies:** Utilize structured instructional approaches such as TEACCH, visual schedules, task systems, Applied Behavior Analysis (ABA), or other evidence-based practices designed to support learning, independence, and behavioral growth for students with Autism.
- **Provide Direct Social Skills Instruction:** Deliver targeted lessons in communication, perspective-taking, conflict resolution, and peer interaction. Support students in generalizing these skills across settings and social situations.
- **Implement Targeted Small Group and 1:1 Instruction:** Conduct small group and individualized sessions that reinforce key academic skills and support mastery of IEP goals.
- **Support Generalization Across Settings:** Create opportunities for students to practice academic, social, and behavioral skills in varied environments such as general education classrooms, lunch, community-based outings, and vocational settings.
- **Support Communication, Sensory, and Regulation Needs:** Implement individualized supports for students with communication differences (including AAC systems), sensory processing needs, and emotional regulation challenges. Collaborate with speech-language pathologists and occupational therapists to embed these supports into the daily routine.
- **Implement Behavior Support Strategies:** Develop and implement Positive Behavior Support Plans (PBSs) using data-driven, function-based behavioral interventions tailored to the needs of students with Autism. Incorporate visual behavior systems, structured reinforcement plans, and proactive strategies to support self-regulation and reduce challenging behaviors across school settings.
- **Maintain Structured and Predictable Environments:** Establish consistent routines, clear expectations, and predictable consequences to create a safe, supportive classroom climate conducive to learning and behavioral growth.
- **Respond to Student Crises and Behavioral Incidents:** Provide support in crisis situations, implement de-escalation strategies, and ensure student safety in collaboration with school personnel.
- **Complete and Maintain Special Education Documentation:** Develop, implement, and manage all required special education paperwork, including Individualized Education Programs (IEPs), Reevaluation Reports (RRs), Progress Monitoring Reports, and related compliance documents. Ensure alignment with legal requirements and student-specific needs through collaboration with families, teachers, and service providers.
- **Lead Case Management and IEP Team Meetings:** Serve as the primary case manager for assigned students by coordinating IEP team meetings, facilitating team discussions, and ensuring timely completion of all documentation in accordance with IDEA timelines.
- **Monitor and Adjust Based on Student Progress:** Track and evaluate student performance toward IEP goals through ongoing assessments, and revise instruction and interventions as needed.
- **Collect and Report Instructional and IEP Data:** Maintain accurate records of student progress and service delivery; use data to inform instructional planning and IEP team decision-making.
- **Administer Local and State Assessments:** Coordinate and proctor mandated testing in accordance with district and state guidelines, ensuring appropriate accommodations are provided.
- **Collaborate with General Education Teachers:** Partner with general education staff to adapt curriculum, provide instructional support, and promote successful inclusion of students with disabilities.

- **Coordinate Related Services:** Work collaboratively with speech-language pathologists, occupational/physical therapists, behavioral support staff, and other service providers to ensure consistent implementation of IEPs.
- **Advocate for Student Needs:** Promote the rights and needs of students with disabilities by contributing to IEP discussions, problem-solving student supports, and recommending appropriate services, accommodations, and instructional strategies.
- **Maintain Consistent Family Communication:** Engage in regular communication with parents/guardians regarding progress, concerns, and updates. Participate in IEP meetings and maintain professional documentation of all interactions.
- **Support Inclusive Practices Across School Settings:** Foster inclusive learning environments by modeling and recommending strategies that support access and participation in general education classrooms.
- **Establish and Maintain Positive Relationships:** Build strong, supportive connections with students, colleagues, families, and community partners to promote trust and student success.
- **Support Secondary Transition Planning:** Provide explicit instruction in adaptive behaviors, independent living skills, and job readiness for students ages 14–21. Facilitate community-based instruction, travel training, and vocational experiences tailored to the needs of students with Autism. Collaborate with families and transition teams to develop post-secondary goals and ensure alignment with IEP transition services and Indicator 13 compliance.
- **Participate in Ongoing Professional Development:** Attend trainings and stay informed on current research, instructional strategies, and legal updates relevant to special education.
- **Manage Daily Administrative Responsibilities:** Complete required tasks such as taking attendance, entering grades, documenting services, and preparing reports in accordance with school and district expectations.
- **Perform Other Duties as Assigned:** Carry out additional responsibilities as directed by the Principal, Special Education Director, Assistant Special Education Director, or Superintendent.

SUBMIT LETTER OF INTEREST TO: Lisa Coffield, Executive Assistant to the Superintendent
 311 Allison Avenue
 Washington, PA 15301
OR EMAIL lcoffield@prexie.us

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