

Eastford Public Schools
Job Description and Performance Responsibilities

Position Description:	Certified Special Education Teacher, long-term substitute
Qualifications:	As set by State of Connecticut Certification Requirements
Reports to:	School Principal or Designee
Supervises:	Teaching Assistants and Volunteers
General Description:	The teacher will serve as a guide and model to the student and will impart both knowledge and a love of learning. It is the teacher's responsibility to help students develop the skills, attitudes, and knowledge that will help them reach their maximum potential. The teacher should have experience supporting students with sensory needs and behavioral challenges and be able to collaborate with both staff and families to promote student growth and independence.

Key Responsibilities:

- Provide direct special education services to students with IEPs, including small group and push-in/pull-out instruction in academic and functional skills.
- Implement and monitor individualized education plans (IEPs) with fidelity and collaboration.
- Design and deliver high-quality, differentiated instruction in reading, writing, math, and executive functioning.
- Collect and analyze student performance data to inform instructional decisions and progress reporting.
- Collaborate with general education teachers, related service providers, families, and school teams to support inclusive practices and co-teaching where appropriate.
- Attend and contribute to PPT meetings, maintain accurate records, and ensure compliance with state and federal special education regulations.
- Implement and consistently follow student Behavior Intervention Plans (BIPs) with fidelity, including data collection, reinforcement strategies, and collaboration with support staff to ensure student success.
- Contribute to a supportive and inclusive school environment that promotes academic and social-emotional growth.

Preferred Qualifications:

- Familiarity with data collection systems, progress monitoring tools, and assistive technology.
- Experience implementing social-emotional learning and intervention strategies in individualized or small group formats.
- Prior experience working with elementary-aged children in a therapeutic, behavioral, or educational setting.
- Experience supporting students with autism, ADHD, emotional/behavioral challenges, or anxiety.
- Knowledge of structured literacy approaches and evidence-based interventions.