

## AUTISM LEAD TEACHER

### **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

#### **JOB TITLE: AUTISM LEAD TEACHER EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT**

##### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs a variety of professional, administrative, and leadership work to support students with Autism Spectrum Disorders within the Exceptional Children Services for Guilford County Schools. The purpose of this position is to address the impact that federal statutory and state requirements have regarding procedural and instructional accountability. Work involves planning, developing and organizing and conducting training for administrators, school staff and parents of students requiring an adapted curriculum. Reports to the assigned Coordinator and Executive Director of Exceptional Children.

##### **SPECIFIC DUTIES AND RESPONSIBILITIES**

###### **ESSENTIAL JOB FUNCTIONS**

Analyze educational needs of the district in order to plan, develop, organize and conduct trainings to assist Guilford County Schools employees to ensure compliance with federal and state statues and regulations.

Monitor the implementation of required policies and procedures affecting students involved in regular educational settings as well as separate and public separate settings.

Coordinate the dissemination of teaching materials to school based sites and separate level classes for students with Autism.

Develop and present training opportunities for all strategies used in working with individuals with Autism.

Consult and support teachers of Autistic students to improve the student's learning environment and success in school.

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Keep abreast of new information about autism spectrum disorders and techniques to use in working with students.

### **ADDITIONAL JOB FUNCTIONS**

Serve as an active member of the Autism Psychological Team  
Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's Degree in Special Education or with a Master's degree preferred, and seven to ten years of successful teaching experience working with students with disabilities or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

### **SPECIAL REQUIREMENT**

An employee assigned to this position is designated as Category "A." Category "An" employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be able to exert up to 25 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects. This position meets the requirement for light work.

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Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government terminology

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the theories of algebra/statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

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Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of federal and state statues and regulations regarding provision of services to students with disabilities.

Working knowledge of the principles of supervision organization and administration.

General knowledge of the Standard Course of Study.

Ability to develop and conduct presentations.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvement

Ability to effectively express ideas orally and in writing.

Ability to create efficient and useful documents.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.