



POSITION: Special Education Substitute

REPORTS TO: Director of Programs

PURPOSE:

This Instructional Assistant substitute position is responsible for assisting the lead teacher in the planning, implementation, and maintenance of quality educational programming for student(s) with special needs.

COMPENSATION:

Position is on call. Compensation is at an hourly rate or by the day and it is competitive with area public school districts. Certified teachers for a full day will be paid \$135 and non-certified teachers at the rate of \$115 per day.

ESSENTIAL FUNCTIONS:

- Collects and communicates data pertaining to student IEP goals and objectives
- Follows student safety protocols and behavior plans as developed by IEP team
- Implements the classroom program
- Executes daily student schedules
- Assists in maintaining an appropriately stimulating and creative classroom environment
- Completes appropriate paperwork (intervention reports, accident reports, daily reports, etc.)
- Maintains positive communication with other staff
- Demonstrates awareness of program needs and communicates concerns and ideas in meetings and/or with supervisor

MINIMUM QUALIFICATIONS:

- High school diploma
- 3 years of recent Special Education Classroom Experience
- Experience implementing curriculum/programming that is aligned with the student's IEP
- Competency using Microsoft Outlook, Excel, Word, and Adobe

**EDUCATION/EXPERIENCE:**

High school diploma or general education degree (GED); or equivalent combination of education and experience.

LANGUAGE ABILITY:

Ability to read/interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals; ability to write routine reports and correspondence; and ability to speak effectively before groups of students or employees of the organization.

MATH ABILITY:

Ability to add, subtract, multiply and divide in all units of measure; ability to use and understand whole numbers, common fractions and decimals; and ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; and ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

COMPUTER SKILLS:

To perform this job successfully, an individual should have a general knowledge of word processing, spreadsheet and internet software.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate but may be loud at times.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands; reach with hands and arms; climb or balance; stoop, kneel, crouch or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus.



TO APPLY:

Email resume and references to:

Diane Hutton, Human Resource Manager
dianeh@childrensinstitute.com.

Priority consideration will be given to applicant submissions received by June 30, 2010. Position is open until filled with highly qualified candidate.

ORGANIZATIONAL INFORMATION:

Our organization was founded in 1977 to provide social, emotional, developmental and neurological strategies for children with challenging learning differences and behavior disorders so that they may develop the essential skills that are critical to their success. Recent years have brought a surge in the number of children with social, emotional, neurological and mental health issues. We serve approximately 50 full-time students from up to 20 school districts. Students live in King, Pierce, Snohomish and Kitsap counties and commute daily to our centrally located site. Our objective is to support students to learn, develop and apply new skills and information that allow them to successfully reintegrate to a more traditional school setting, usually within 2 to 3 years. Students can enter our program year-round depending on need and space availability. Since 1980, we have been approved by the Washington State Office of Superintendent of Public Instruction to provide contracted therapeutic services to students from public school districts whose resources cannot adequately serve the complex needs of struggling children. We are accredited by the Northwest Association of Accredited Schools and the Washington Federation of Independent Schools. More information may be found at www.childrensinstitute.com.

CHILD provides equal employment opportunities to all qualified individuals, without regard to race, color, ancestry, national/ethnic origin, age, sex, gender identity, sexual orientation, religion, marital status, socioeconomic status, physical or mental disability, citizenship status, veteran status, or any other characteristic or status that is protected by federal, state or local law.