



Job Description

Job Title: Special Education Mentor Teacher (Grade 6)

Department: Head Start

Supervisor's Title: Education Manager

1. General Purpose of the Job: Serves as the program specialist for disabilities within an integrated systems approach; providing support to classroom staff to develop and refine strategies and approaches.
2. Minimum Level of Education/Experience Required: BA/BS in Education, Human Services or a related field. Special education endorsement/experience preferred.
3. License or Certificate Required:
 - A. Valid Iowa or Illinois Driver's License
 - B. Proof of current automobile insurance
4. Primary Duties and Responsibilities:
 - A. Promote a positive early childhood learning experience for children with special education needs in an inclusive setting by creating modifications and individualized plans to best fit the needs of the child and classroom.
 - B. Assist and implement all facets of the program approaches for disabilities for Head Start and Early Head Start, in accordance with Federal program performance standards.
 - C. Assist classroom staff to individualize services for children by modifying approaches, materials, equipment, facilities, and/or staffing.
 - D. Spend a majority of the time each week in the classroom acting in a mentoring role with classroom staff, particularly teachers.
 - E. Based on results of classroom observations and child needs, provide targeted training to classroom staff to improve individual children learning experience.
 - F. Provide classroom-based coaching, modeling, and mentoring. Including spending full days in classrooms when needed.
 - G. Train staff and oversee implementation of developmental screening processes, and any resulting referrals. Ensure multiple sources of information on each child are considered.
 - H. Ensure all required screens are completed, tracked, recorded in the agency's database, and analyzed in a timely manner in accordance with Federal program performance standards.
 - I. Ensure parents and staff are involved in the evaluation and Individual Education Plan (IEP), or Individual Family Service Plan (IFSP) process, and that the designed plans respect the rights of each parent and child. Work with parents to ensure they understand their rights and they have received information about any planned services or evaluations prior to receipt of such.

- J. Assist with involvement of Agency staff with Area Education Agencies (AEAs), develop written memorandums of understanding with the AEAs related to Part B (3 to 5) and Part C services, and promote collaboration between the AEA, the Agency, and other appropriate partners to design services to best meet the needs of each child and family.
- K. Participate in the planning process related to disabilities to ensure adequate resources have been designated and utilized.
- L. Coordinate contracted disabilities observations and services.
- M. Monitor to ensure all follow-up services related to disabilities occurs and is properly documented.
- N. Provide transition support for children with disability concerns, their families, and teachers, as children move in and out of EHS, and in and out of HS and into Kindergarten.
- O. Participate in team meetings between the family, classroom staff, and community resources.
- P. Assist families in obtaining information and access to comprehensive community resources, both internal and external.

5. Physical Demands:

A. Approximate amount of on-the-job work time spent in the following activities:

	Rarely or Never	Up to 1/3	1/3 to 2/3	2/3 and More
Stand				X
Walk				X
Sit			X	
Use hands to finger, handle, or touch				X
Reach above shoulders			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl			X	
Talk or hear				X
Taste or smell	X			
Use foot/feet to operate machinery	X			

B. Approximate amount of force to be exerted or weight lifted:

	Rarely or Never	Up to 1/3	1/3 to 2/3	2/3 and More
Up to 10 Pounds				X
Up to 25 Pounds		X		
Up to 50 Pounds		X		
Up to 100 Pounds	X			
More than 100 Pounds	X			

Description of the specific job duties requiring the physical demands listed above: The classroom environment requires staff to be active and engaged with children, which includes standing, moving about, sitting on the floor, crouching to talk to children at

their eye level, etc. Lifting infants, toddlers, and preschool children can result in lifting and/or carrying a child weighing as much as 60 pounds.

6. Tools/Equipment Used:

	Rarely or Never	Up to 1/3	1/3 to 2/3	2/3 and More
Personal computer			X	
Routine office equipment			X	
Motor vehicle operation			X	

7. Work Environment:

A. Approximate amount of exposure to the following environmental conditions:

	Rarely or Never	Up to 1/3	1/3 to 2/3	2/3 and More
Wet/humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Risk of electrical shock	X			
Vibration	X			
Work/job related travel			X	

B. Amount of noise typical for the work environment for this job: Moderate to loud noise typical to a preschool classroom environment. This position will also spend time in an office environment.

C. Specific job duties affected by the environmental conditions described above: Travel is required between centers and community partners, and to training activities.

8. Protective Clothing/Equipment Required: None.

9. Supervisory Responsibilities: None.

This job description does not state or imply that the above are the only duties and responsibilities assigned to this position. Employees holding this position will be required to perform any other job-related duties as requested by management. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Employee Signature

Date

Job Description Last Reviewed: 02/26/20 By: TS

