

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: HOME/HOSPITAL TEACHER EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under general supervision, provides regular and special education services to students in accordance with local, state, and federal regulations. Educational services are provided to students who are on Home/Hospital because of medical or psychiatric impairments that prevent regular school attendance. Work involves assisting students to complete the standard course of study curriculum, and to complete IEP goals if the student is exceptional. Educational services are provided in hospitals, students' homes or in community settings, such as libraries. Services include direct instruction to students, consultation with teachers at the students' assigned schools, and administration of standardized state tests. Reports to assigned Exceptional Children Services Coordinator.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides regular and special education instruction to homebound students.

Consults with teachers/counselors at the students' assigned schools to coordinate class assignments.

Collaborates with teachers/counselors at the assigned schools to appropriately evaluate homebound students' work completion.

Acts as a case coordinator for assigned homebound students.

Assists with the implementation of NovaNet for homebound students who are assigned to this computer-assisted instructional program.

Administers state-standardized tests to students who are homebound at the time of the testing.

Maintains student confidentiality.

ADDITIONAL JOB FUNCTIONS

Performs other related work as assigned.

Attends Home/Hospital staff development yearly.

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OTHER JOB FUNCTIONS

Must possess the knowledge, skills, and abilities to instruct preschool students with disabilities.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree and certification/highly qualified status in special education and/or regular education, with 3 to 5 years of successful experience as a teacher.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

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

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

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 written, oral, 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.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

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

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Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

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

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under 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

Ability to constantly monitor the safety and well being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

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

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

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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.