

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: ORIENTATION AND MOBILITY TEACHER ITINERANT EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Assists students (K-12) identified with severe visual impairment to reach their maximum potential by becoming as independent in their environment as possible. Employee is responsible for teaching the student skills to be in independent traveler at school and community as well as teaching social living skills. Reports to the Central office Supervisor for the VI Program and the Coordinator of the Exceptional Children Programs.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Organizes the local program, cooperates with others to accomplish its goals, coordinates program services with other professionals and family and maintains records in accordance with established rules, regulations and ethical standards.

Determines and implements goals based on the individual needs of the student in collaboration with the parents, classroom teacher, and LEA representative, the teacher of the visually-impaired and other professionals. (See attached specific curriculum on mobility and daily living skills.) Parents and other educators are periodically informed of progress of selected goals.

Creates innovative options to offer students as alternatives for increased independence and safety. Utilizes counseling background in order to assist students and their parents in working through negative feelings and social challenges.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in Rehabilitation Counseling with an emphasis in Orientation and Mobility.

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

ORIENTATION AND MOBILITY TEACHER ITINERANT

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.

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

ORIENTATION AND MOBILITY TEACHER ITINERANT

communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

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 necessitated by work assignments.

DISCLAIMER

ORIENTATION AND MOBILITY TEACHER ITINERANT

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.