



TEACHER – HOSPITAL HOMEBOUND *SUPPLEMENTAL POSITION

SUMMARY/SCOPE/GOAL

To organize and implement an instructional program to meet the needs of students who are unable to attend school due to medical reasons or special circumstances as determined by IEP Teams.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Bachelor's Degree from an accredited educational institution.
- One (1) year successful teaching experience.

PREFERRED/DESIRED:

- Teaching experience in more than one content area.
- Three (3) years successful teaching experience.
- Experience using multiple platforms for teaching including virtual instruction.

CERTIFICATIONS AND LICENSES:

REQUIRED:

- Certified by the state of Florida in the appropriate area
- Valid Florida Driver License

PREFERRED/DESIRED:

- Teacher certification in more than one subject/content area

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Establish an appropriate schedule of homebound or hospital visits after consulting with school personnel, the parent(s), the ESE Support Specialist for Hospital/Homebound, and if necessary, the Director of Exceptional Student Education.
2. Plan and implement an appropriate educational plan for the homebound student based on individually assessed needs in accordance with the student's IEP.
3. Identify, select, create, and modify instructional resources to meet the needs of students from various cultures, learning styles, special needs, and socioeconomic backgrounds.
4. Coordinate educational plan and program based on regular communication with the homebound student's in-school teachers.
5. Prepare lessons and provide a variety of specialized instructional techniques designed to meet the educational needs of the homebound student.
6. Identify, select, create, and modify (if appropriate) instructional resources.
7. Acquire from the school or district the appropriate books and materials for use by the homebound student during the student's absence from school.

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8. Complete reports, collect data, and provide information for monitoring and reporting of student progress to include IEP progress reports.
9. Clearly and accurately communicate needs, progress, status, and recommendations regarding students in written reports and in conferences with teachers, parents, and administrators.
10. Display an awareness of the individual needs of each student and an understanding of the characteristics exhibited by each student.
11. Be flexible in responding to evidence that there is need for changes in planned activities in order to better meet students' needs.
12. Maintain professional relationship between school and parents.
13. Perform other duties as assigned by the Director of Exceptional Student Education.

OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations. Willingness to work outside of the traditional workday as needed and provide instruction in a home or hospital settings.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Demonstrated written and oral communication skills, demonstrated planning and organization. Ability to provide appropriate educational environment and experiences based on developmental needs of students.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

TRAINING:

N/A

EQUIPMENT:

May use smart boards, tablets, classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(L) LIGHT WORK

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (Constantly: activity or condition exists 2/3 or more of the time) to move objects.

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Physical demand requirements are in excess of those for Sedentary Work. Even though the weight lifted may be only a negligible amount, a job should be rated Light Work: (1) when it requires walking or standing to a significant degree; or (2) when it requires sitting most of the time but entails pushing and/or pulling of arm or leg controls; and/or (3) when the job requires working at a production rate pace entailing the constant pushing and/or pulling of materials even though the weight of those materials is negligible. NOTE: The constant stress and strain of maintaining a production rate pace, especially in an industrial setting, can be and is physically demanding of a worker even though the amount of force exerted is negligible.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites often. Travel out of county rarely.

FOR HR USE ONLY:			
DIVISION:	Student Services	DEPARTMENT:	Student Services
TITLE CODE:	E8005	CONTENT BY:	
GRADE:	N/A	COMPENSATION:	Beth Thedy, EdD
UNIT:	N/A	LABOR RELATIONS:	Karyle Green, EdD
LAST BOARD APVD:		CLASSIFICATION:	Beth Thedy, EdD

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0		Initial Release	Leading and Learning

The above information on this 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 assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.