



WELLESLEY PUBLIC SCHOOLS
Wellesley, MA

Job Description

Title: Special Education Support Professional

Job Summary: To assist professional staff in the delivery of core curriculum by using unique knowledge, skills or training to support whole class instruction, behavior management, social facilitation and/or to deliver specialized instruction individually or to a small group of identified students.

Performance Responsibilities:

- Facilitate the integration of students requiring unique, specially designed instruction to address increased independence in the classroom setting.
- Use specific skills, knowledge and training to enhance instructional strategies provided to the student.
- Collaborate and consult with teachers, specialists, special educators and building administration on the planning and implementation of instruction.
- Modify instructional and assessment materials to meet the needs of individual students, as prescribed by IEPs under the direction of special education teacher(s).
- Data collection and monitoring of individual student progress through prescribed systems under the direction of special education teachers, specialists and general education teachers.
- Implement structures and standards for behavior on an individual, small group and whole class level.
- Assist with the specific student supports, either as individual or small group, with guidance from teaching staff in the implementation of IEP goals and benchmarks and related behavior plans.
- Provide student support services in all environments of the school setting under guidance of special education department head, related service providers, academic and behavior interventionists, and building principal (classroom, recess, lunch, bus transition, arrival).
- Support the academic program (reteaching, reinforcing, reviewing, assessing, scribing, note taking, data collection); and behavioral program (data collection, cuing, providing motor breaks, implement behavior plans).
- Provide regular feedback to the special education team members on the progress and challenges experienced by assigned students in addressing their IEP goals.

- Work in conjunction with the special education team and/or classroom teacher to support learning experiences in the classroom, focusing first on the identified students with IEPs and then for the broader group of students. The goal is to be actively engaged in the learning environment, providing support for learners.
- Assist in implementing the school wide goals for maintaining a safe environment.
- Adapt to varying needs of students with special education services.
- Perform other related tasks or duties at the discretion of the department head or designee and/or principal.
- Participate in in-service training and meetings as well as training programs specific to the students being served.
- Facilitate socialization among students.
- Foster independence in students on IEPs by assisting them in the routines of school life.
- As appropriate, provide coverage for special education staff and general classroom teachers.

Essential Functions of the Job:

- Maintain a record of regular attendance, arrive and depart at specified contractual times, and notify appropriate personnel when absent.
- Ability to complete district approved de-escalation and safety training.
- Ensure confidentiality regarding all personal information and educational records concerning students and their families.
- Maintain professional boundaries with students and their families.
- Adapt and acquire new skills and knowledge and use them consistently to support student engagement with learning activities, social interactions, and the school day.
- Integrate into the classroom setting, working under the direction of the classroom teacher and/or special education department head to support student engagement.
- Maintain flexibility in day-to-day priorities set to reflect changing student needs.
- Work in multiple classrooms or environments during the school day.
- Able to move with students from one school environment to another.

Qualifications:

- Bachelors Degree preferred
- Demonstrate aptitude for work to be performed
- Successful completion of a Criminal Record Check (C.O.R.I.), Sexual Offender Record Check (S.O.R.I) and fingerprints
- Passion for working with children/students with disabilities
- Basic knowledge of child growth and development
- Knowledge and at least one year of experience with program-specific needs (ABA, Wilson-certified, ASL, job coaching) preferred

Evaluated by: Department Head

Work Year: In accordance with the Wellesley Educators Association – Unit C CBA

Salary/Benefits: In accordance with the Wellesley Educators Association – Unit C CBA

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 will be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, and/or hear. The employee is occasionally required to move throughout a building; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands or arms, climb or balance and stoop.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus. The employee is required to have the cognitive ability and focus to manage multiple detailed tasks at once with frequent interruptions.

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 will be made to enable individuals with disabilities to perform the essential functions.

Work is performed in an educational environment. Majority of the work is performed in a moderately noisy environment with frequent interruptions.

Non-Discrimination Statement:

Applicants for employment are considered without regard to age, physical, mental or psychiatric disability, genetics, race, religion, sex, sexual orientation, gender identity, marital status, national origin, or military status.

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