



POSITION: Art & Maker Space Teacher
SUPERVISED BY: Manager, Arts & Humanities
REPORTING OFFICER: Chief Education & Mission Officer

PURPOSE:

The Art Teacher will design and deliver engaging art lessons that support the unique learning needs, abilities, and IEP goals of students with disabilities. This role requires collaboration with special education staff and therapists to provide an inclusive and supportive environment that supports the creative, academic, emotional, social, and behavioral growth of students.

ESSENTIAL FUNCTIONS:

- Develop, organize and implement art lessons that are tailored to meet the needs of students (primarily K-8) with special needs, taking into consideration their individual abilities, interests, and IEP goals
- Adapt teaching strategies and materials to accommodate various learning styles and disabilities
- Deliver different art forms, techniques, and materials, with the ability to adapt and modify art activities that are appropriate for students with sensory, physical, or cognitive challenges
- Create a supportive and inclusive classroom environment that encourages creativity, self-confidence, and positive social interactions among students
- Provide individualized attention and guidance to students during art activities, offering assistance and adaptations as needed to ensure their success and engagement
- Incorporate sensory experiences and assistive technologies to facilitate student participation and understanding
- Collaborate with special education teachers, therapists, and support staff to align art lessons with students' academic, social, and emotional goals
- Ongoing: Manage the documentation of all school activities through photography and video to support the creation of slideshows, graduation books, and the yearbook
- Assess student progress through informal observations, portfolios, and formal evaluations, and maintain accurate records of student achievements and challenges
- Attend IEP meetings and contribute to the development and review of students' IEPs, providing insights and recommendations regarding art-related goals and accommodation
- Stay informed about current best practices, research, and resources in the field of special education and art education, continuously seeking professional development opportunities
- Demonstrate patience, empathy, and passion for empowering students with special needs through art education
- Foster self-esteem, communication, and social-emotional learning through art
- Maintain classroom organization, supplies, and safety procedures
- Participate in professional development, staff meetings, and school-wide events
- Use Microsoft Outlook, Excel, and Word Desirable: Using iMovie, Final Cut or similar video editing tools for video production
- Maintain confidentiality

SPECIAL EVENT(S): (currently as follows)

- Cardboard Challenge (Annual Cardboard Challenge is an opportunity for children to play and learn by using simple materials to build the things they imagine)

- Talented Kids Show (Annual Student Talent Showcase)
- Cider Press (Hands-on Apple Cider Pressing Experience)
- Gardening (School Garden Program or Experiential Learning Through Gardening)
- Clubs (Enrichment Clubs and Student Interest Groups)
- Yearbook (Student Yearbook Design and Publication Project)
- Winterfest! (Student Talent Showcase)
- Guest artists & Guest activities (dance , cycle events, etc.)
- Walkathon: collaboration/create art connection
- Support graduating student celebrations

EDUCATION/EXPERIENCE:

- Bachelor’s degree in art education, Special Education, or related field, or relevant work experience
- Experience working with students with disabilities in a school or therapeutic setting
- Training or experience in adaptive art techniques and trauma-informed teaching
- Ability to manage a complex environment for effectiveness and efficiency
- Ability to work independently and exhibit good judgment and initiative in performing job functions
- Ability to organize, prioritize and perform multiple tasks to complete job functions in an orderly and efficient manner within established deadlines
- Strong verbal and written communication skills, with a command of business English and spelling
- Strong organizational and time management discipline
- Patience, flexibility, and a student-centered approach

Language Ability:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of students or employees of organization.

Reasoning Ability:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. The ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

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 accommodation may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee will frequently be required to reach, bend, crouch/stoop, squat, kneel, handle/grasp, talk, and hear. The employee will occasionally be required to stand, walk, sit, climb stairs, lift and reach overhead, twist torso and neck, and fine motor manipulation. The employee will occasionally be required to lift/carry a maximum of 50 pounds. The employee will occasionally be required to push/pull a maximum weight of 100 pounds.

Disclaimer:

The preceding list is not exhaustive and may be supplemented, as necessary. The statements contained herein reflect general details as necessary to describe the principal functions of this job, the scope of responsibility and the level of knowledge and skills typically required but should not be considered an all-inclusive listing of work requirements, skills or duties. All personnel may be required to perform duties outside their normal responsibilities from time to time as needed. All employment open positions are made available on a

nondiscriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, disability, or veteran status. Job descriptions are written as a representative list of the ADA essential duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.