

**TOMPKINS COUNTY CIVIL SERVICE
VACANCY
Inclusion Through Diversity**

OPEN TO THE PUBLIC

**Tompkins County Department of Human Resources Office
125 E. Court Street
Ithaca, NY 14850
(607) 274-5526**

Tompkins County is an Equal Opportunity/Affirmative Action employer. Minorities and women are encouraged to apply

TITLE: Special Education Teacher

SALARY: \$39.09/hr - Hire rate, \$41.14/hr - Work Rate

TYPE OF EMPLOYMENT: Full Time, Part Time, & Per Diem Available

ISSUE DATE: 01/21/26

THE FINAL DATE TO FILE APPLICATIONS: 05/31/26

DATE THAT THIS ANNOUNCEMENT SHOULD BE REMOVED FROM POSTING: 06/01/26

RESIDENCY: Candidates must have been legal residents of Tompkins County or one of the six adjoining counties (Cayuga, Chemung, Cortland, Schuyler, Seneca, Tioga) for at least one month immediately preceding the date of application and maintain residency. For Examinations: The eligible list resulting from the examination will be established in accordance with the final earned numerical ratings of passing candidates regardless of residence. A municipality or district may exercise its right under section 23-4-a. of Civil Service Law to request a certification of eligible candidates who have been residents of that municipality or district for at least one month prior to appointment. After the names of residents have been exhausted, Tompkins County must then certify the names of non-residents on the list.

Whole Health is expanding its in-house therapy team to support young children in the Early Intervention Program. We are seeking a Full Time, Part-Time, or Per Diem Special Education Teachers to provide developmental evaluations and individualized services for children with qualifying delays or disabilities.

This role primarily involves home-based visits, offering family-centered support and collaboration with a multidisciplinary team.

Posted until filled

MINIMUM QUALIFICATION:

1. Graduation from a recognized college or university with a master's degree in special education **AND** one year of full-time paid (or the equivalent part-time) post-certification experience teaching developmentally delayed children ages birth to five years; **OR**
2. Any combination of training and experience equal to or greater than that specified in (a) above.

SPECIAL REQUIREMENTS:

At the time of application, the candidate must be licensed and registered by the New York State Education Department to practice as a Special Education Teacher in New York State with a specialty in ages birth to 2, or 1 to 6 years of age.

All applicants are required to possess a valid New York State Driver's License at the time of application and maintain such license for the duration of employment.

All applicants must possess CPR certification (American Red Cross or American Heart Association) at the time of appointment and maintain such certification for the duration of employment.

Approved individual providers who deliver early intervention services must demonstrate continued professional development related to their professional field of practice, and on state and municipal policies and procedures of the Early Intervention Program, including participation in NYSDOH sponsored training. Providers shall participate in a minimum of ten clock (10) hours of professional development activities per year. Such professional development activities are not restricted to NYSDOH sponsored training and may include other professional activities necessary for licensure and activities identified by the provider to increase the provider's professional skills and knowledge. Providers must maintain documentation as proof of participation and must share this documentation with agencies that they deliver EIP services for. This documentation must be available at the time of provider monitoring review. New York State sponsored training is available online and free to providers and parents.

DISTINGUISHING FEATURES OF THE CLASS:

The professional Special Instruction Teacher position includes responsibilities for providing comprehensive evaluation, and education of infants and children from birth to three years of age, who are mild to severely delayed or disabled. This includes children with autism, sensory processing disorders, down syndrome, emotional disturbances, multiple disabilities, hearing and visual impairments, speech – language and physical impairments. The Special Instruction Teacher will work collaboratively with a diverse population of physicians, children, their families/caregivers, and Whole Health staff as part of an interdisciplinary team. This work is performed under the written order of a physician and under the general supervision of the division director or supervisor. The employee exercises a high level of autonomy and independent judgment. Contact with children and their families is the primary function of the position. Duties and responsibilities focus on providing direct care to others. High interpersonal skills and understanding are needed to persuade, motivate, or influence others, to facilitate meetings involving important or difficult issues. Internal contacts are with employees in the immediate work unit and/or closely related units or support groups and are required to fulfill basic work objectives. External contacts are with professional associates, liaisons, community groups and involve the development and delivery of programs or services. The work requires moderate physical effort such as periods of sitting on the floor, walking, standing, bending, reaching or repetitive motion and lifting of moderately heavy items (like small children, equipment, and supplies). Equipment used requires considerable precision, manual dexterity and/or operating knowledge and skill. Due to extensive computer usage, the job requires considerable visual effort. Psychological demands are considerable for this position, with tight deadlines, and frequent exposure to distressing human situations. The work environment has moderate exposure to disagreeable conditions. The work involves some risk of minimal injury or illness. Supervision of others is not generally a function of this position. The incumbent will perform all related duties as directed.

TYPICAL WORK ACTIVITIES:

- The design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;
- Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan;
- Providing families and any primary caregivers (e.g., childcare providers) with information, skills, and support related to enhancing the skill development of the child; and
- Working with the child to enhance the child's development, by implementing modern methods of various early childhood teaching techniques or special education to promote learning;
- Conducts assessments and standardized testing to ascertain child's cognitive, behavioral and social development including lack of opportunities;
- Administers standardized evaluation tests/assessments as primary or generalist evaluator within a team - with regards to five functional domains of growth and development – Communication (receptive and expressive), Physical (fine and gross motor), Cognitive (thinking and reasoning), Social Emotional and Adaptive (self-help skills);
- Establishes and implements long term and short-term goals and teaching programs compatible with the individual comprehensive plan aiding in the treatment or remediation of the delay/disorder/impairment;
- Collaborates with child's family and team to provide intervention to meet the educational, developmental, functional and medical needs;

- Formulates and carries out plans to meet the needs of the child and family and routinely reviews the child's progress/delays with team members and supervisor;
- Consults with physicians and other health care and educational professionals and paraprofessionals as a member of a multidisciplinary team in developing and implementing appropriate program approaches;
- Develops and implements education curriculum based on evaluative data and behavioral objectives for each child;
- Provides Special Instruction using augmentative communication devices, basic sign language, specialized techniques and family education;
- Provide strength-based education strategies/techniques designed to stimulate and encourage growth and development with parents/guardians/family and daycare providers, to increase their capacity and confidence and ability to help the infant or child improve functional development of delay/disorder/impairment;
- Observes and measures progress of children receiving service;
- Establishes and maintains professional contacts with relative outside agencies to further benefit the overall treatment of child and families;
- Visits houses of children, parents/guardians, family, daycare providers, or via teletherapy and works to establish services according to child and family needs;
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email and database software in performing work assignments;
- Prepares a variety of reports, including computer-based reports as required;
- Accesses protected educational and health information in accordance with departmental assignments and guidelines;
- Maintains a variety of case management related records;
- Reviews existing case records for available information for use in formulating need/plan of service in collaboration with other team members;
- Participates in Department emergency preparedness training, drills and events as required.

FULL PERFORMANCE KNOWLEDGE, SKILL, ABILITIES AND PERSONAL CHARACTERISTICS

- Thorough knowledge of modern principals and practices and methods of teaching Early Childhood Special Education;
- Thorough knowledge of and the ability to work with children who are learning disabled, emotionally disturbed, and/or have other handicapping conditions requiring Special Education;
- Good knowledge of augmentative communication systems, basic sign language;
- Good understanding of child development and child psychology;
- Good knowledge and awareness of various cultural values and lifestyles;
- Good powers of observation and analysis;
- Good knowledge of federal, state and local laws, regulations and guidelines regarding the Early Intervention Program;
- Empathy, good judgment, initiative, tact, courtesy and sensitivity is required;
- Ability to interview, establish and maintain successful relations with others under various challenging conditions;
- Ability to make decision and take action in interventions in a variety of physical locations and social/ interpersonal situations;
- Ability to present ideas clearly and concisely both orally and in writing;
- Ability to prepare and maintain records, reports and correspondence;
- Ability to monitor the child for health and safety concerns;
- Ability to operate a computer for the entry and retrieval of data and research needed (speed is not critical);
- The employee's mental and physical condition shall be commensurate with the demands of the position.

Originally created November 2023

FURTHER INFORMATION AND INSTRUCTIONS

Falsification of any part of the "Application for Employment" will result in disqualification.

Accepted candidates will be notified when and where to appear for the examination. If you do not receive your notice to appear at least three days before the date of the written examination, call Tompkins County Department of Human Resources at 274-5526. If an application is disapproved, due notice will be sent. This department does not make formal acknowledgment of the receipt of an application or take responsibility for non-delivery or postal delay.

Applicants must answer every question on the application form and make sure that the application is complete in all respects. Incomplete applications will be disapproved.

ACTIVE MILITARY PERSONNEL, VETERANS OR DISABLED VETERANS desiring to claim additional credit will request the Veterans Credits application form, at any time between the date of application for examination(s) and the date of the establishment of the resulting eligible list. You must meet the requirements set by NYS for these credits and they may be used only once. **YOU MAY NOT CLAIM ADDITIONAL CREDITS AFTER THE ELIGIBLE LIST HAS BEEN ESTABLISHED. IT IS THE CANDIDATE'S RESPONSIBILITY TO REQUEST THE VETERANS CREDIT APPLICATION FORMS AND TO SUBMIT THESE FORMS AND ANY SUPPORTING PAPERWORK BEFORE THE ELIGIBLE LIST IS ESTABLISHED.**

Tompkins County's written examinations are prepared and rated by the New York State Department of Civil Service in accordance with Section 23-2 of Civil Service Law. The provisions of the New York State Civil Service Rules and Regulations, which deal with the rating and review of the examinations apply.

The duration of the eligible lists may be fixed for a minimum of one and a maximum of four years and may be extended beyond four years if there has been a restriction against the filling of vacancies in that title.

The candidates must complete a separate "Application for Employment" for each open-competitive and/or promotional examination that the candidate is eligible to take.

All experience required meeting the acceptable training and experience is full-time experience. (Part-time experience will be credited on a prorated basis).

Appointment from an eligible list must be made from the top three candidates willing to accept the appointment.

Tompkins County is an Equal Opportunity Employer. As part of its efforts to provide employment opportunities to the physically handicapped, Tompkins County Civil Service has adopted a rule permitting the employment of qualified physically handicapped persons without competitive examination (pursuant to Section 55 of Civil Service Law). If you meet the minimum qualifications for this position and wish to know more about this rule, please contact the Tompkins County Department of Human Resources Office.

Unless otherwise notified, candidates are permitted to use quiet, hand-held, and solar or battery powered calculators. Devices with Typewriter Keyboards, Spell Checkers, Personal Digital Assistants, Address Books, Language Translators, Dictionaries or any similar devices are prohibited. You may not bring books or other reference materials.

CROSS-FILING - APPLYING FOR CIVIL SERVICE EXAMINATIONS IN MULTIPLE JURISDICTIONS WHEN EXAMINATIONS ARE SCHEDULED ON THE SAME DATE: When applying for examinations across multiple jurisdictions - all of which are scheduled on the same day - you must submit a Tompkins County Cross-Filing Form. This form must be submitted no later than 4:30 PM on the final filing date of the examination. On this form, list each examination that you are taking and then tell us where you would like to sit. The purpose is to ensure that all of the test materials for the various examinations that you are taking will be available in one location. If you do not provide the cross-filing form to us by the final filing date, we cannot ensure that we can accommodate your desire to cross-file. If any of the examinations are State level examinations, you must sit at the State test center. You will still need to complete the Tompkins County cross-filing form. If sitting at the State site, the State will notify you of when and where to report for your examination(s) and you should bring all admittance letters to the State site. If you are not taking a State examination, bring all admittance letters to your chosen testing site. If you have any question please call Tompkins County Department of Human Resources Department (607) 274-5526. The Cross File form is located at <http://www.tompkins-co.org/personnel/CivilSrvForms/index.html>

FOR RELIGIOUS ACCOMMODATION AND HANDICAPPED PERSONS: If special arrangements for testing are required, please indicate this on your application.

ALL CANDIDATES FOR EMPLOYMENT FOR POSITIONS IN SCHOOL DISTRICTS AND BOCES GOVERNED BY TOMPKINS COUNTY CIVIL SERVICE MAY HAVE THE FOLLOWING SPECIAL REQUIREMENT. PER CHAPTER 180 OF THE LAWS OF 2000, AND BY REGULATIONS OF THE COMMISSIONER OF EDUCATION, TO BE EMPLOYED IN A POSITION DESIGNATED BY A SCHOOL DISTRICT OR BOCES AS INVOLVING DIRECT CONTACT WITH STUDENTS, A CLEARANCE FOR EMPLOYMENT FROM THE STATE EDUCATION DEPARTMENT IS REQUIRED.

In conformance with Section 85-a of the Civil Service Law, children of firefighters and police officers killed in the line of duties shall be entitled to receive an additional ten points in a competitive examination for original appointment in the same municipality in which his or her parent has served. If you are qualified to participate in this examination and are a child of firefighter or police officer killed in the line of duties in this municipality, please inform this office of this matter when you submit your application for examination. A candidate claiming such credit has a minimum of two months from the application deadline to provide the necessary documentation to verify additional credit eligibility. However, no credit may be added after the eligible list has been established.

BACKGROUND INVESTIGATION: Applicants may be required to undergo a State and national criminal history background investigation, which will include a fingerprint check, to determine suitability for appointment. Failure to meet the standards for the background investigation may result in disqualification.

TOMPKINS COUNTY PERSONNEL DEPARTMENT, 125 EAST COURT STREET, ITHACA, NY 14850