

## Sample Job Description for Assistive Technology Specialist

With the influx of technology tools in our classrooms, there has been more discussion around the role of Assistive Technology (AT) Specialists. Many tools once considered very specialized are now ubiquitous in much of our everyday technology (e.g. speech to text on your phone). Collaboration across the educational landscape is more essential than ever. The sample job description below reflects the changing times and is intended to be used as guidance for administrators who are seeking to fill an AT Specialist role within their ISD or district.

An ideal candidate has more than a depth of knowledge in technology; in addition, they embrace a growth mindset as well as additional leadership roles such as facilitator and coach. Capitalizing on the collective wisdom of those with diverse expertise and insights, including students and families, allows for focused discussion to maximize learning outcomes. Today, this is more important than knowing every available tool, which is impossible. Oftentimes, we see job descriptions that focus primarily on content knowledge; this job description challenges administrators to also consider the importance this individual will play in building the knowledge and capacity of other educators within the district.

As you develop your job description, take a moment to re-imagine the role of the AT Specialist within your district.

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**Job Title:** Assistive Technology (AT) Specialist

**About the Role:** Seeking an imaginative, self-motivated, student-focused educator with a high level of curiosity, humility, and passion with respect to student learning and growth. This individual will work collaboratively, as a part of a multidisciplinary team, to facilitate the consideration, trial, and implementation of AT tools and strategies that support students. This role requires the belief that both students and adults can utilize technology to improve educational environments and outcomes.

**Responsibilities:**

- Collaborates with appropriate stakeholders to efficiently and adequately consider, select, trial, implement, and evaluate the effectiveness of technology

- Reflects on current policies, processes, and/or systems to promote inclusive learning
- Uses knowledge of curriculum, instructional expectations, and learning environments to support student engagement and growth
- Provides consultation in partnership with educators, families, and students to increase independence and access to the general education curriculum
- Facilitates opportunities for diverse, interprofessional collaboration to identify potential solutions, come to consensus, and support student and educator growth
- Designs, delivers, and evaluates engaging and informative job-embedded supports (e.g., coaching, PLC, workshops, training sessions) for a wide range of stakeholders

### **Candidate Requirements:**

- Maintains awareness of technology innovations to inform future technology applications and purchases
- Maintains a personal professional development agenda and networking to ensure the acquisition of knowledge and skills about new developments in adult learning, coaching, and technology as they become available
- Strong interpersonal, written, and oral communication skills
- Experience designing and delivering training for professionals, individuals with disabilities, and family members
- Embraces a team-based collaborative approach focused on building the capacity and knowledge of all stakeholders
- Knowledgeable about special education laws, including but not limited to the Individuals with Disabilities Education Act (IDEA)