



**Autism Consultant  
Job Description  
Special Education Division Mentorship Project**

**POSITION TITLE:** Autism Consultant  
**REPORT TO:** Educational Services Director  
**Contract Days:** Full time, contract days to be determined  
**Contract Start Date:** TBD  
**Classification:** Exempt  
**Salary Schedule:** Licensed  
**Duty Station:** As assigned

**ESSENTIAL FUNCTIONS**

1. Represents NMPED and REC 9 and its programs in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of REC IX programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis consistent with the REC IX attendance policy is required.
5. Attendance at mandatory program meetings and professional development is required.
6. Promptness is required including being present in the assigned work place at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory REC IX or program meetings and professional development is required.
7. Proficient verbal communication skills and the ability to manage conflict in a civil, professional and courteous manner are required.
8. The ability to demonstrate flexibility in the performance of various job functions is required.

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9. Program collaboration is required.
10. Maintains an atmosphere that protects the privacy of confidential information pertaining to students, teachers and personnel records is required.
11. Collect, track and report all information required to monitor the program status.
12. Maintain a communication/contact log for and Principals, Special Education Directors and/or Superintendents as needed.
13. Participates in program design including implementation of new ideas, problem-solving, and reporting.
14. Participates in professional development opportunities individually and as part of the larger consulting group.
15. Participates in such meetings in-person or virtually as requested by the PED and Region 9 Autism Project Liaison/ Coordinator.
16. Model effective strategies for instruction, communication, and behavior support tailored to students with autism.
17. Observe classrooms and provide constructive feedback to teachers on practices that promote engagement, regulation, and inclusion in accordance with evidence-based autism practices.
18. Collaborate with educators and teams to design individualized supports, accommodations, and modifications that align with student needs.
19. Facilitate professional learning through workshops, trainings, or small-group coaching focused on autism awareness, evidence-based practices, and social-emotional supports.
20. Support data-based decision-making by helping teachers track progress and adjust strategies based on student outcomes.
21. Promote positive behavior supports (PBIS) and trauma-informed approaches within classrooms and school systems.

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22. Serve as a resource between special education and general education staff to build inclusive practices.
23. Provide resources and materials (visual supports, sensory tools, communication systems) to enhance instruction.
24. Stay current on autism research and best practices to guide instructional improvement.
25. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Qualifications**

1. Master's degree preferred, but may accept applicants with a Bachelor's degree with commiserate experience working in schools and or individuals with ASD. This may include degrees in Special Education, Speech Language Pathology, Educational Diagnostics with ADOS training, Psychology, Applied Behavior Analysis (ABA), or a related field.
2. Current NM teaching or special education license/certification and or Board Certified Behavior Analyst Certification preferred.
3. Training in autism spectrum disorder (ASD) interventions and supports (e.g., TEACCH, PECS, functional communication preferred).
4. At least 9 credit hours ( or at least three college level courses) in classroom management/behavior support/ABA/autism/social communication preferred.
5. Ongoing professional development in neurodiversity-affirming practices and inclusive education, special education laws/compliance including LRE.
6. Minimum of 2 years experience providing teaching staff professional development.
7. Experience with computer word processing, databases, and spreadsheet applications.
8. Familiarity with technology including Google Suites for Education, Microsoft Word, Excel, PowerPoint.

### **PERFORMANCE RESPONSIBILITIES/WORKER TRAITS**

9. Ability to work in a flexible, cooperative and professional manner while projecting excellent interpersonal communication skills.
10. Ability to work independently or in a team while prioritizing tasks and utilizing effective time management skills.
11. Must exercise initiative and judgment in performing a job.
12. Superior problem solving and reasoning skills.

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13. Motivated to serve the best interests of NM Teachers, meet goals, and produce quality work.
14. Exhibit writing ability appropriate for program practices, communication, reports, and records.
15. Demonstrate verbal communications to describe, explain, detail, and give instructions.
16. Must demonstrate accuracy and timeliness in completion of program activities.
17. Must be able to demonstrate strong educational/professional and working knowledge of federal regulations and state law related to general education.
18. Possess motor ability to coordinate eyes, hands, and fingers, in the operation of office equipment.
19. Visual ability to see and read reports, documents, and records. Auditory abilities capable of performing phone communication and interaction with other individuals.
20. Valid NM driver's license and ability to provide own transportation for extensive state-wide travel on a regular basis. .
21. Other qualifications determined necessary by the RECIX Executive Director.

#### **MACHINES, TOOLS, EQUIPMENT AND WORK AIDS**

Demonstrate diverse use of technology related equipment and devices, including but not limited to, PC computer, a variety of ITV video conferencing equipment for use with delivering staff development topics and participating in meetings, the ability to navigate the internet and web related environments (including email and calendaring) and to use word-processing spreadsheet and presentation software.

#### **Work Environment and physical demands include, but are not limited to:**

Positions involve frequent bending, moving, lifting, and carrying material weighing up to 25-50 pounds; standing up and/or walking up to 15% of each day; exposure to high noise levels and may require the wearing of hearing protection. Physical abilities and sensory perceptions to include normal acuity of hearing, adequate vision, and appropriate oral and written skills are required.

#### **Job Description Acknowledgement**

I have received, reviewed and fully understand the job description for **Autism Consultant**.

I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name\_\_\_\_\_ Date\_\_\_\_\_

Employee Signature\_\_\_\_\_

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