

**SAYREVILLE PUBLIC SCHOOLS**  
**JOB DESCRIPTION – Director of Special Projects**

- I. Qualifications:  
Holds or is eligible for the appropriate New Jersey Principal Certificate.
- II. Reports To: The assistant superintendent in accordance with established Board of Education policies.
- III. Term of Contract: Twelve-month full time position.
- IV. Compensation: Commensurate with experience.
- V. Supervises: Social studies, economics, visual and performing arts, scheduling extracurricular activities. Coordinates the district Intervention and Referral Services/New Jersey Tier System of Support (I&RS/NJTSS).
- VI. General Responsibilities:  
The Superintendent shall assign the particular duties and responsibilities of the Director of Special Projects. However, the role of the Director is also determined, in the broad sense, by the composite expectations of a variety of broad sense, by the composite expectations of a variety of administrators, teachers, students and interested lay people.  
  
The Director, in projecting a modern educational philosophy and in providing a degree of expertise, will advise and aid the administration in the formulation of district policies related to his/her field; providing communications between administration and the teachers of the particular instructional discipline; coordinate the efforts of others working to improve instruction; work to provide each student with continuous opportunity to study appropriate program in which he/she is challenged and in which he/she can succeed.
- VII. Additional Responsibilities:  
Under the direction of the Assistant Superintendent, will perform a variety of responsible duties to assist in providing services to district special education students through coordinating and supervising Effective School Solutions and Rutgers University Behavioral Healthcare School Community Program; assure compliance with timelines and procedural requirements within the scope of special projects, provide information and assistance to parents, school staff and outside agencies related to special education and projects.
- VIII. Specific Responsibilities:
  - a. Remain alert to significant developments in and continuously study the emerging modern curriculum. Be knowledgeable of new legal ramifications concerning schools.
  - b. Provide guidelines for the orderly evolution of improved instruction.
  - c. Keep abreast of research and developments in education and evaluate new materials and techniques.

- d. Observe in the classroom and make concentrate suggestions concerning classroom management, methodology, remediation and help for individual students, planning and materials.
- e. Evaluate teaching performance and assist the administration by making recommendations concerning the retention, increment awards and improvement plans for teachers.
- f. Assist the administration in the recruitment and the selection of the teaching staff by interviewing applicants and making recommendations concerning future employment.
- g. Assume the major responsibility for the in-service improvement of teachers in his/her department.
- h. Schedule and arrange the programs for department meetings.
- i. Attend, and arrange for teachers to attend, professional meetings so that innovative ideas may be freely exchanged with colleagues on state and national levels.
- j. Assist the faculty in selecting appropriate published material to implement the curriculum.
- k. Assist the faculty and administration in ordering suitable instructional materials. Prepare all budget requests and materials.
- l. Serve as a resource person in all ways: provide for substitutes, make-up work, beside teaching, etc.
- m. Provide leadership to identify and establish the educational objectives of the department.
- n. Prepare and maintain an appropriate testing program, consistent with and relevant to, goals and objectives in the school district.
- o. Assist in evaluating and interpreting results of standardized tests to discover individual strengths and weaknesses. Implement programs to remedy weaknesses.
- p. Prepare directions that are necessary to implement properly the philosophy of the Board of Education.
- q. Provide ways of informing the community about the curriculum program.

IX. Competencies and Abilities:

- a. Knowledge of the following:
  - i. Special education and projects procedures, policies and regulations.
  - ii. Modern office practices, procedures and equipment.
  - iii. Methods, practices, terminology and procedures used in special education.
  - iv. Principles of training and providing work direction.
  - v. District organizations, operations, policies and objectives.
  - vi. District software programs and other office equipment.
  - vii. Oral and written communication skills.
  - viii. Telephone techniques and etiquette.
  - ix. Correct English usage, grammar, spelling, punctuation and vocabulary.
  - x. Interpersonal skills using tact, patience and courtesy.

b. Ability to:

- i. Assign and review the work of others.
- ii. Provide information and assistance to parents, school staff and outside agencies related to special education projects, programs and activities.
- iii. Compose correspondence and written materials independently.
- iv. Communicate effectively with administrators, parents, contractors and outside agencies.
- v. Assume responsibility and exercise sound judgement.
- vi. Read, interpret, apply and explain rules, regulations, policies and procedures.
- vii. Meet schedules and timelines.
- viii. Assemble, organize and prepare data for records and reports.
- ix. Learn, apply and explain policies, procedures, rules and regulations.
- x. Establish and maintain cooperative and effective working relationships with others.
- xi. Work independently with little direction.
- xii. Respect and follow regulations regarding confidentiality of student and personnel records.