

School district 27J
Administrator Job Description

Job Title: Special Education Assistant Director

Last Modified: December 2020

Work Year: 215 Days

Department: Student Achievement Division: Special Education

Reports To: Special Education Director

POSITION SUMMARY: Responsible for providing assistance, guidance, leadership and professional learning opportunities within 27J to support the Director of Special Education the Student Achievement in promoting positive outcomes for all 27J students. Create and lead structures and systems for communication with and engagement of district staff, families, and the community regarding the education of students with disabilities in 27J. This individual is responsible for ensuring SPED professional development opportunities are available for both special educations certified and classified staff throughout the district. This position will assist in the supervision of special education service providers and/or specialists, as well as, help in determining allocation for certified and classified SPED staff to individual buildings as well as the budget allocations to support SPED instruction and programming. .

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. In partnership with the Director of Special Education build capacity around the needs of students with disabilities with school leadership to ensure a continuum of programming throughout the district
2. Ensure the availability of professional learning opportunities for SPED staff (certified/classified), including coaching/supporting the SPED Specialists and other SPED staff who are responsible to deliver the learning opportunities.
3. Responsible to ensure that the CDE Results Driven Accountability (RDA) audits/interviews/surveys are completed in a timely manner to ensure deadlines are met.
4. Responsible to promote engagement of families and community regarding the education of students with disabilities in 27J.
5. Promote and lead systems of communication between the SPED Dept. and district wide staff, families, and community regarding the education of students with disabilities in 27J.
6. Collaborates with the Special Education Director in the annual review and development of staffing resources, including, but not limited to developing, administering, monitoring and coordinating the SPED Dept. budget.
7. Supports the SPED Coordinator's role as a liaison between the Special Education Department and 27J Charter Partners as well as Private Schools within the 27J boundary area
8. Performs personnel functions (e.g. recruitment, hiring, evaluations, etc.) for the purpose of maintaining adequate staffing, supporting building administration in securing appropriately licensed and/or highly qualified SPED staff, etc.
9. Represent the department at local, regional and state meetings, task forces and other functions as assigned by the Director.

QUALIFICATIONS:

- Required: Master's level degree in a Special Education related field
- Required: Must have, or have the ability to obtain within 12 mos. of hire date (demonstrate progress towards completion), a current Special Education Director license from the Colorado Department of Education

- Required: A minimum of 3 years of experience in an educational leadership position (Asst. SPED Director, SPED Coordinator, Principal, Assistant Principal, etc.)
- Required: A minimum of 5 years of experience working in a special education related field working with children and/or adolescents
- Required: Experience in developing and/or providing Professional Development / Training for adults
- Preferred: Individual with strong oral and written communication skills in Spanish, but not required

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Operating knowledge of and experience with personal computers and office equipment required. Ability to program for students with specific disabilities and communicate with a variety of constituencies. Advanced knowledge of the Individuals with Disabilities Education Act and Exceptional Children's Education Act. Must have strong working knowledge of the Individualized Educational Plan (IEP) process, including legal requirements and of the process and delivery of special education services.

Must have a valid driver's license and the ability to operate a motor vehicle independently

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to talk, or hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms and drive a motor vehicle. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds. The employee must have adequate vision abilities such that they are able to operate a motor vehicle independently for this job.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is regularly required to communicate, coordinate, use interpersonal skills and negotiate. Frequently required to synthesize, evaluate, compile and negotiate. Occasionally required to compare, analyze, copy, instruct, compute and compile.