

SECONDARY DIVISION LEADER, SPECIAL EDUCATION**DEFINITION:**

Under direct supervision of the school principal or designee to provide continuity and leadership to a division of educational disciplines or career technical education, and to do other related work as assigned by the principal.

QUALIFICATIONS:

Credential: Valid California Teaching or Pupil Personnel Services Credential in the subject/field appropriate for the division. Department Chairs without a teaching credential may hold the position for a maximum of two years unless an appropriate teacher cannot be identified, and the position is posted annually.

Experience: Minimum of two (2) years of credentialed experience preferred.

Education: An advanced degree is desirable.

DISTINGUISHING CHARACTERISTICS:

A Division Leader must express a desire to develop a strong program in the varied phases of his/her assigned division and must be willing to devote adequate time to the coordination, fiscal control, and implementation of division and school programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:**Leadership**

- Assists in the development of goals and objectives for school, division, and instructors within assigned division connected to FCUSD Local Control and Accountability Plan (LCAP) and the site's School Plan for Student Achievement (SPSA) guidelines.
- Assists in the coordination and successful implementation of the instructional best practices of the division.
- Supports teachers in fulfilling instructional best practices, Social Emotional Learning (SEL) integration, and effective classroom management techniques.
- Coordinates various activities within the division to ensure continuity of instruction based upon objectives linking to FCUSD LCAP, the site's SPSA, and FCUSD Board Policy.
- Creates connections between communities: school, parents, and local professionals.
- Participates, or appoints designee(s), to ensure department representation and participation in district subject area Professional Learning Communities (PLC) committee(s) to develop Guaranteed and Viable Curriculum (GVC), textbook adoption, course outlines, timelines, district-wide assessments, guidelines for teaching best practices, etc.
- Attends conferences for professional development upon mutual agreement with administration.
- Assists principal with committee leadership and report writing for school accreditations and reviews.

Professional Learning Communities (PLC) and Response to Intervention and Instruction (RtI2)

Conducts regularly scheduled division PLC meetings, focused on the four essential PLC questions, with a set agenda and notes taken to share with the department and administration.

Facilitates the RtI2 work within the department PLC. This includes the consistent collection, dissemination and discussion within the department of student learning and anecdotal data in order to respond to student academic and SEL needs.

Guides transformation of teaching practices to boost student performance:

- Implements instructional best practices according to state standards.

- Coordinates creation and implementation of a department calendar, supporting on-time IEP preparation and practices.
- Creates and implements common formative and summative assessments, for each grade level, in order to collect data on student learning, or if not a teacher, coordinates the creation and implementation of common formative and summative assessments, as described.
- Applies data collection and analysis for instructional response and intervention creation to ensure skill mastery by students.

Administrative Responsibilities

- Submits specified division reports on policy, curriculum, course sequencing, and building maintenance, as requested by administration.
- Upon request, assists the administration in interviewing and recommending new teachers for the division.
- Assists the school administration in scheduling of teachers and rooms for the master schedule.
- Works with administration to develop within the division teachers' strengths and help overcome weaknesses (non-evaluative).
- Assists in evaluating the effectiveness of the educational program(s) for the assigned division.
- Maintains safety protocol for the school and district.
- Performs other position related tasks, as assigned.

Fiscal Responsibilities

- Assists the principal, with the help of the staff and within FCUSD LCAP and the site's SPSA guidelines, in the preparation of a division budget for each school year. (May consist of discipline-related sub-budgets, i.e., P.E., Business, Industrial Arts, etc.)
- Meets vendors, establishes specifications, provides for examination of equipment and instructional materials, and initiates requisitions for the division.
- Assists in the preparation of furniture and equipment lists when necessary.
- Prepares division equipment for inventory.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.