

JOB DESCRIPTION _____ **PATERSON** **BOARD OF EDUCATION**

DIRECTORS AND MANAGERS

**1691 Executive Director for
Special Education K-12**
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REVISED

JOB TITLE: EXECUTIVE DIRECTOR FOR SPECIAL EDUCATION K-12

REPORTS TO: Superintendent or cabinet level designee

SUPERVISES: School District Directors and Supervisors

NATURE AND SCOPE OF JOB:

The Executive Director for Special Education serves as the coordinator and evaluator for Directors and Supervisors for the Assistant Superintendent for Special Programs. The Executive Director for Special Education serves in a leadership role in carrying out management, administrative, and supervisory functions of the Office of Academic Support to plan, develop, implement, and monitor theme-based development, gifted and talented programs, and student intervention services.

QUALIFICATIONS:

The Executive Director for Special Education K-12 shall:

1. Hold a New Jersey Administrative Certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq. and N.J.A.C. Title 6 Chapter 11, with a principal endorsement (N.J.A.C. 6-11-9.3 and 9.5)
2. Hold a New Jersey Teacher of Students with Disabilities or Teacher of the Handicapped Certification
3. Hold a Master's Degree from an accredited college or university.
4. Have at least five (5) years of successful teaching/administrative experience and two (2) years excellent administrative experience as a Supervisor, Director, Principal or Vice-Principal.
5. Must have (5-7) years' experience in Special Education
6. Knowledge of New Jersey Special Education code
7. Have experience with curriculum development, standards, and assessment.
8. Have experience in educational leadership, classroom management techniques and a variety of effective instructional strategies.
9. Have experience with supervision and evaluation administrative positions, instructional, and support staff.

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10. Demonstrated ability of program planning and ability to establish and manage budgets.
11. Have knowledge of best instructional practices to helping all students achieve high standards.
12. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.
13. Have ability to motivate staff to maintain the highest standards of performance for themselves and students.
14. Possess excellent work habits.
15. Possess excellent integrity and demonstrate good moral character and initiative.
16. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
17. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
18. Demonstrate proven participatory management, problem solving and organization skills.
19. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
20. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
21. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
22. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
23. Hold a valid driver's license with no serious violations.

VERIFICATION OF COMPETENCY:

1. District Application and resume.

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2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching and administrative performance.
4. Official College Transcripts.
5. Employment interview.

EMPLOYMENT TERMS:

The Executive Director for Special Education K-12 shall be employed under the following terms:

1. Work year of twelve months.
2. Salary, benefits, and leave time as specified in the written contractual agreement with the Board.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et. seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Executive Director for Special Education K-12 shall:

1. Assist the Assistant Superintendent for Special Programs with implementation of plans and strategies to improve student improvement.
2. Work closely with Assistant Superintendent for Special Programs, Deputy Superintendent, and Operational Superintendents to support school improvement initiatives and processes including High School Renewal initiatives.
3. Assist in budget preparation and management for Academic Support programs in accordance with district guidelines and school objectives. Work cooperatively with Deputy Superintendent, Assistant Superintendent for Special Programs, Operational Superintendents, Directors and Supervisors to prioritize budget allocations.
4. Monitor the purchasing of instructional materials and equipment.
5. Initiate the development of programmatic goals and instructional objectives on a district wide basis.

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6. Work with staff in establishing procedures for the continuing assessment of program accomplishments in relation to instructional objectives. Provide leadership to staff in annually identifying program strengths and weaknesses.
7. Coordinate, advise and direct Directors, Supervisors, and other assigned personnel on matters related to theme-based development; instruction; the writing of proposals to procure state, federal and private funds; and monitoring of programs.
8. Develop, implement, supervise and evaluate curriculum and instructional practices that align to New Jersey Core Curriculum Content Standards, consistent with the mission, philosophy, values, and instructional goals of the district and meeting all laws, codes, Board Policies and Regulations.
9. Serve as a consultant to Operational Assistant Superintendents and Principals relative to in-service programs and curriculum development.
10. Provide leadership in establishing new and innovative programs, revised methodology and new books and materials for upgrading and updating the curriculum.
11. Recommend to the Assistant Superintendent for Special Programs the addition of new courses, grade placement, grade allowance, graduation requirements, and programs.
12. Collaborate with the Department of Curriculum and Instruction to establish a systematic approach to curriculum and instructional planning, development, implementation, and evaluation including effective classroom management techniques.
13. Assist in the annual updating and ongoing publication of District curriculum guides
14. Supervise curricular programs and manage their continuing review, evaluation and improvement.
15. Provide structure for periodic measurement and evaluation of the success of academic support programs in terms of the educational growth and achievement of students.
16. Evaluate the performance of assigned personnel in accordance with law, code, and Board policy.
17. Assume responsibility for own professional growth and development; for keeping current with literature, new research findings, and improved techniques; and for attending appropriate professional meetings and conventions.
18. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.

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19. Attend Board of Education meetings.
20. Perform other such duties as assigned by the Superintendent, Deputy Superintendent, and Assistant Superintendent for Special Programs.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar a vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.

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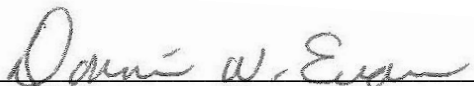
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4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

EVALUATION:

The Assistant Superintendent for Special Programs or other designee of the State District Superintendent shall evaluate the Executive Director for Special Education K- 12 in accordance with Policy No. 3223 and Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.


Approved

10-11-11

Date