



Seattle Public Schools

Assistant Superintendent of Special Populations

SALARY	\$209,393.60 - \$268,881.60 Annually	LOCATION	John Stanford Center for Educational Excellence, WA
JOB TYPE	Full-Time	JOB NUMBER	27504
DEPARTMENT	Superintendent's Office	OPENING DATE	08/11/2026
CLOSING DATE	8/25/2026 5:00 PM Pacific	SUBJECT AREA	N/A - THIS IS NOT A TEACHING POSITION
FTE	1.0		

Overview of Position

The Assistant Superintendent of Special Populations is a cabinet-level executive leader who reports directly to the Superintendent and provides strategic vision, leadership, and oversight for the District's programs and services that support the academic success, well-being, and equitable outcomes of students with specialized learning needs. This position leads the development, implementation, and continuous improvement of a comprehensive system of support that ensures high-quality, culturally responsive, and legally compliant services across Special Education, Multilingual Learner Services, Highly Capable Services, Native American Education, Career and Technical Education (CTE), and Early Learning/Pre-K programs. As a member of the Superintendent's Cabinet, the Assistant Superintendent collaborates across all divisions to align services with the District's strategic priorities, foster inclusive educational practices, strengthen partnerships with families and communities, and ensure that every student has equitable access to rigorous learning opportunities, the supports they need to thrive, and pathways for future success.

Essential Functions

25% District, School and Family Engagement:

- Serves as a representative of the Superintendent, on various internal and community boards and committees.
- Attends or chairs a variety of meetings as appropriate.
- Represents the District in collaborative partnerships and taskforces with the City, County, and human service agencies.
- Collaborates with other District departments to resolve student issues related to placement transfer, discipline, complaint, appeals, investigations, and litigation.
- Develops integrated service delivery models and expanded outreach to students and families.
- Coordinates with community agencies, schools, Enrollment Planning, Admissions and other District departments to ensure that student needs are appropriately assessed and that services meet student needs.
- Works with other District administrators to coordinate summer school and other special programs and services.
- Negotiates building sites and room space, hires and assigns staff, coordinates transportation and child nutrition support.

- Responds to staff and parent questions and concerns regarding special education services.
- In conjunction with the district Legal department, facilitates responses and action plans related to Due Process and Citizen Complaints.
- Serves as an articulate, informed spokesperson for the District at both formal and informal speaking engagements and in the development of written documents describing District program services.
- Provides leadership in maximizing utilization of all resources to achieve high quality learning and working environments.
- Develops and oversees efforts to increase opportunities for family and community partnerships and involvement.
- Ensures appropriate communication with parents regarding the education of their children with special needs.
- Meets regularly with the Seattle Education PTSA and Special Education Advocacy and Advisory Committee parent groups as well as other stakeholders as needed.

20% Central Office Leadership:

- Works collaboratively with all District administrative offices to ensure compliance with applicable employment laws, District procedures and processes, and federal and state requirements governing areas of assignment.
- Maintains familiarity with educational trends, research and best practices in special programs, as well as general education.
- Works cooperatively within the Student Support Services on implementation of Washington State reform mandates, including collaboration across the K-12 general education and special programs.
- Informs policy, shapes procedures related to policy and strategic direction.
- Analyzes and prioritizes the needs of schools to inform the practice and supports of central office in service of schools on emerging trends and issues.
- Facilitates, coordinates and collaborates with central office departments to ensure success for all SPS initiatives and implementation of school-based operations.
- Works with the Superintendent and other system leaders to implement the district's strategic plan, its intent and metrics.
- Collaborates with the Superintendent, Student Services, Teaching and Learning, and Human Resources, in support of the improvement of instruction at all schools and implement sound strategies across content and programs.
- Explicitly models, through communication and actions, the core values and beliefs essential in supporting the SPS strategic plan.
- Assists in the interpretation of district policies, rules and regulations and makes recommendations regarding their formulation or modification.
- Represents the various departments in identifying program needs and authorizing program resources and monitors use of such resources.
- Works collaboratively with other departments to determine program placements and project enrollments of eligible students.
- Coordinates with District administrators, school principals and staff regarding the instruction and support services for areas of assignment.
- Serves as a project leader; facilitates/participates on various District and department committees; works as a team member within department and with other District staff to coordinate integrated services.
- Identifies professional development needs, and coordinates professional development opportunities that will enhance program, staff and student success.
- Coordinates and conducts workshops, orientations and professional development regarding areas of assignment; serves as a resource to staff on program and compliance issues.

15% Program and Service Improvement:

- Manages and oversees the administration of assigned departmental programs and services.
- Establishes program goals and objectives and applicable instructional strategies and delivery models.
- Coordinates with building principals regarding the development of programs within individual schools.
- Directs the project management of the Special Education Review and other District priorities.
- Support principals to develop, implement, monitor and adjust Comprehensive School Improvement Plans (C-SIP) centered on improving instructional leadership and systems of support to improve inclusive instructional practices that impact outcomes for students receiving legally required services.
- Makes data-driven decisions. Disaggregated data must be at the table.
- Opens and acts on direct feedback to improve their own performance.

- Works effectively with school communities to build strong partnerships with families and community through authentic engagement.
- Provides recommendations for middle school principal and assistant principal hires to the Superintendent.
- Assists school principals with interpreting relevant federal and state laws as they relate to school issues.
- Assists school principals in staffing, scheduling and budgeting as needed.

15% Accountability:

- Identifies student needs and positions required to meet those needs.
- Coordinates and partners with school principals and Human Resources staff to recruit, select and hire candidates.
- Supervises, assigns, evaluates and disciplines department staff.
- Makes presentations to District administrators and convenes District administrators and staff to discuss issues regarding areas of assignment.
- Supports the implementation of inclusive and effective teaching strategies at schools.
- Assists with the development, implementation and monitoring of corrective actions.

15% Sound Fiscal Development and Program Accountability:

- Participates in District budget development and staffing processes.
- Provides background and research data, monitors reports and is responsible for management of assigned budget.
- Reviews building plans for program and fiscal compliance and feasibility.
- Serves as a resource in the development of plans which include, but are not limited to, academic achievement, service delivery, parent involvement and professional development.
- Integrates ways to assess and evaluate effectiveness of services and instruction.

10% District Policy and Governance:

- Participates with the superintendent and other district leaders to ensure the development and maintenance of a positive educational program that meets the needs of learners and is consistent with the policies and direction of the Board of Directors.
- Drafts Board policy and administrative procedures in areas of responsibility and serves as the District spokesperson for the implementation and policy interpretation.
- Directs special projects as assigned by the Superintendent and conducts and facilitates school board presentations.

OTHER FUNCTIONS

- Maintains current knowledge of federal, state, and grant regulations and related jurisprudence.
- Seeks regulatory interpretations from General Counsel's Office.
- Assists school principals in preparing and distributing state and federal compliance reports and preparing for the federal and state yearly reports and audits.
- Assists in the development of appropriate parent and community involvement strategies.
- May perform related duties consistent with the scope and intent of the position.

RELEVANT COMPETENCIES

Managing Through Processes and Systems

Designs practices, processes, and procedures necessary to get things done; simplifies complex processes; gets more out of fewer resources; creates systems that manage themselves.

- Sets clear, well-defined outcomes for desired results and tracks progress.
- Breaks down objectives into actionable steps with targeted deadlines.
- Leverages and uses resources efficiently and creatively to achieve desired outcomes.

Building Effective Teams

Builds cohesive teams of people within the organization; shares wins and success such that each team member feels valuable and appreciated; guides teams to establish and achieve goals.

- Creates high performance environment where others pull together to get things done.
- Promotes collaboration and removes obstacles to teamwork.
- Celebrates successes and rewards team achievements.
- Monitors and evaluates team successes and challenges while providing productive feedback

Developing Others

Is a people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves.

- Gives people assignments that help to develop their abilities.
- Work collaboratively with direct reports to set meaningful performance objectives.
- Meets regularly with direct reports to review developmental progress.
- Recognizes and reinforces developmental efforts and improvements.

RELEVANT CORE COMPETENCIES

Managerial Courage

Tactfully dispenses direct and actionable feedback; is open and direct with others without being intimidating; deals head- on with people problems and prickly situations.

- Lets people know where they stand and faces up to people problems quickly, directly and respectfully.
- Responds constructively to challenging situations or people even under stress.
- Does not hold back on anything that needs be said or done in a productive and constructive way.

Strategic Agility & Innovation Management

Anticipates future consequences and trends accurately; brings creative ideas to market; recognizes strategic opportunities for change; creates competitive and breakthrough strategies.

- Sees ahead clearly and accurately anticipates how potential ideas may play out.
- Thinks holistically by combining ideas in unique ways or making connection between different ideas.
- Examines and evaluates potential solutions to determine where the greatest gain can be achieved.
- Creates new ways of thinking to address complex issues.

CABINET CORE COMPETENCIES:

Managing Vision and Purpose:

- Develops a clear sense of purpose and mission that captures the imagination of others.
- Shares vision in a way that influences others as demonstrated by their words and actions.
- Anticipates and identifies long-term, future organizational needs and opportunities.

Accountability:

- Takes responsibility and action as if the risks (financial or otherwise) are his/her own.
- Holds individuals and team accountable for their actions and results.
- Initiates action even if outcome is uncertain and is willing to accept the consequences of failure.
- Aligns own activities and priorities to meet broader organizational needs.
- Demonstrates courage and confidence in his/her own ability.

Planning:

- Allocates and coordinates time effectively and efficiently to avoid conflicts.
- Anticipates potential problems and develops plans to address them.
- Develops an appropriate work plan to achieve results.
- Monitors progress, responds to problems and measures performance.

Getting Results (Action Oriented):

- Demonstrates a strong sense of urgency about solving problems and getting work done.

- Focuses on achieving the goal even in the face of obstacles
- Assumes responsibility for starting and finishing work with minimal supervision.
- Strives for new levels of performance.

Collaboration:

- Is seen as a team player who encourages efficient and effective collaborations.
- Works skillfully in difficult situations with both internal and external groups.
- Represents his/her own interests while being open-minded to other groups.
- Builds respectful and productive relationships internally and externally.

Decision Quality & Problem Solving:

- Weighs the consequences of options before making a decision.
- Applies appropriate criteria to situations for the purpose of making decisions.
- Displays self-confidence in own judgment.
- Focuses on the facts and solutions instead of opinions and problems.

Integrity:

- Deals with people and situations in an honest and forthright manner.
- Represents information and data accurately and completely.
- Represents the confidentiality of information and concerns shared by others.
- Takes ownership if a mistake is his/her own, and does not blame others.

KNOWLEDGE, SKILLS AND ABILITIES:

- Eight (8) years of administrative experience or supervisory experience
- Three to five (3-5) years of classroom teaching experience, with teaching experience in Special Education
- Knowledge of public-school laws and policies as they relate to the delivery of instructional services for special populations.
- Evidence of strong conceptual, analytical, organizational and management knowledge and skills.
- Team building and leadership.
- Interpersonal relations.
- Coordination of activities and services.
- Development and implementation of programs, projects, and parent outreach activities.
- Gathering and analyzing data and developing standards for evaluating results and services.
- Writing grant applications.
- Demonstrated leadership skills and abilities, including collaboration with diverse individuals
- Demonstrate and model the core values and beliefs necessary to support SPS's Strategic Plan.
- Organize, implement, and evaluate education components such as tutoring, cultural awareness, and home instruction.
- Communicate effectively both orally and in writing.
- Develop and maintain effective working relationships with parents, students, staff and the public in a multicultural community.
- Collaborate with appropriate District and school-based administrators in developing quality instructional programs that improve academic outcomes in diverse communities.

Desired:

- Demonstrated ability to improve student outcomes in schools or departments under your supervision
- Experienced leader that has improved outcomes for diverse student populations

Typical Qualifications

EXPERIENCE/EDUCATION:

A typical way to obtain the knowledge and abilities would be:

- Eight (8) years of administrative or supervisory experience; Five (5) or more years of successful experience as a district leader desired.
- Three to Five (3-5) years of classroom teaching experience, with teaching experience in special education
- Master’s degree in education or a closely related field, degree in special education preferred; or an equivalent combination of education and experience.

Any equivalent combination of education, experience and training that provides the required knowledge, skills and abilities to perform the work will be considered.

CERTIFICATIONS & LICENSES:

Valid teaching certificate; preference given to candidates holding or qualified to hold, one of the following Washington State certificates: Special Education Program Administrator or Principal.

CLEARANCES:

Criminal Justice fingerprinting and background check.

Employer

Seattle Public Schools

Address

2445 3rd Ave South

Seattle, Washington, 98124-1165

Phone

206-252-0215

Website

<http://www.seattleschools.org/careers>