**Hardin County Schools**

**Job Description**

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| **Department:** | Special Education |
| **Job Title:** | Assistant Director of Special Education |
| **Classification:** | Administrative |
| **Pay Grade:** |  |
| **Date:** | July 15, 2010 |
| **Reports To:** | Director of Special Education |
| **Program Description:** | Assists in the supervision of over 500 employees in the Special Education Department and schools. Assists in the overall direction, coordination, and evaluation of these units serving approximately 2,500 children in public school programs. Also directly supervises 10 Special Education Specialists. Carries out supervisory responsibilities in accordance with position. Responsibilities include assistance in interviewing, hiring, and training employees; planning, assigning and directing work; addressing complaints and resolving problems. Oversees the work assignments and training needs of the special education specialist and the education facilitators at each school. Coordinate and supervise the operation of the Extended School Year Program. |
| **Supervisory Responsibilities:** | * 10 Certificated Special Education Specialists |
| **Essential Job Functions:** | |
| *Essential job functions represent the fundamental job duties and accountabilities of the employment position the individual holding the position must be capable of performing. Persons with disabilities can perform these with or without reasonable accommodations. The Director or his/her designee may assign other duties and accountabilities limited to those consistent with the applicable scope of the appropriate professional job function.* | |
| Assist the Director of Sp. Ed. with the operation of programs   * Assume decision making responsibility in the absence of the Director of Special Education * Assist in the direction and management of all special education programs and services to meet student needs * Assist in the necessary time, resources and materials to support staff in the accomplishment of special education goals   Acts as a support & liaison to schools and school SBDM Councils   * Keep abreast of developments in special education and make decisions on staff and student issues regarding compliance and procedural safeguards. Conduct training for schools and staff to implement special education developments * Ensure safety of students and compliance with ADA, State and Federal Regulations. Coordinate trainings for the schools * Conduct special education trainings and meetings to keep department and school staff knowledgeable about policy changes, new programs, current best practices, and other pertinent information regarding special education   Communicates effectively to schools concerning procedural safeguards   * Interpret policies and procedures and provide recommendations to districts concerning issues of compliance * Provide training and consultative services in the maintenance and confidentiality of student records * Ensure that the department and school special education staff are in compliance with IDEA and FAPE   Collaborates with the Director in the facilitation of special education program meetings   * Coordinate, prepare and present current procedural and programmatic issues regarding special education * Serve as a resource for information regarding special education, its purpose, objectives and applicable laws and regulations * Serve as a resource for current special education information and resources   Collaborate with Elementary and Secondary Directors of Instruction and Curriculum on coordinating alternative assessment and analyze results / reports   * Coordinate, organize, collate and distribute all assessment materials and resulting reports. Identify and register all students for the assessments and create correspondence accompanying the assessments and procedures * Attend trainings and train department and school staff on administration and new assessment procedures * Work collaboratively with school and district personnel to analyze and synthesize assessment results and make recommendations for instructional improvements and adjustments   Collaborate with school and district personnel to plan and implement in-service programs   * Coordinate, prepare, present and implement in-service programs for all professional and nonprofessional staff in the department and schools * Create and present training programs on the implementation of local, state and federal guidelines in special education * Develop training options and improvement plans to ensure exemplary program operations   Collaborate with the Director of Special Education to manage Due Process Procedures   * Communicates and works with administration team to identify instructional needs based on outcomes of Due Process Procedures * Stay current with the law as it applies to issues of Due Process and assist the department and schools in the implementation of results and recommendations * Assist in conflict resolution and problem - solving   Assist the Director of Special Education in researching, compiling, and submitting department Special Education Plan   * Assist in the completion and implementation of the department and school special education plans. Serve as consultant for the schools and department staff on the implementation of these plans * Coordinate trainings for districts on preparation of special education plans * Maintain the special education plan, updating and making changes when necessary   Assist in employment of special education staff   * Interview applicants for various positions and make recommendations for hiring * Assist in the analysis and development of interview questions for potential candidates * Make recommendations relative to personnel placements, transfers and discipline | |
| **Marginal Job Functions:** | |
| *Marginal job functions identify accountabilities that are preformed but are not essential as defined above. Marginal job functions may be reassigned and must not prohibit the employment of a person with disabilities.* | |
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| **Terms of Employment:** | |
| Salary and benefits in accordance with a compensation program recommended by the administration and approved by the Board of Directors | |
| **Evaluation:** | |
| Performance evaluated by a direct supervisor in accordance with a Board of Directors approved policy on Evaluation of Administrative Employee | |
| **Position Specifications** | |
| **Qualification Requirements:** | |
| *To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirement 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 of the job.* | |
| **Education and/or Experience:** | |
| Master's Degree +: | Masters in Special Education / Supervisory Certificate |
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| Expert | Knowledge in Special Education laws and regulations |
| Expert | Knowledge in Knowledge of Disabilities |
| Expert | Skill in Organization and problem-solving |
| Advanced | Skill in Communication / Interpersonal skills |
| Advanced | Skill in Interpret policies and procedures |
| Advanced | Knowledge in Curriculum, supervision and instruction |
| Advanced | Skill in Analysis / synthesis |
| **Certificates, Licenses, Registrations:** | |
| BS in Special Education Masters in Special Education Kentucky Supervisory Certificate in Special Education | |
| **Language Abilities:** | |
| Ability to read and comprehend instructions, correspondence, memos, and work place policies. Ability to analyze, interpret general business periodicals, professional journals, procedures and governmental regulations. Ability to analyze and interpret technical research journals financial reports, related laws and court decisions. Ability to write professional correspondences. Ability to write routine business reports. Ability to write procedures and organizational policies. Ability to write formal speeches and articles for publication that conform to prescribed style and format. Ability to write position papers of the highest level and with legal and research support documentation. Ability to speak effectively with other employees and/or customers. Ability to present formal information in one-on-one and small group situations to customers, students, parents and/or other employees. Ability to present information and respond to questions from groups of administrators, managers, employees, customers and/or the general public. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to effectively present information to administrators, top management, public groups, community, and Board of Directors. | |
| **Mathematical Abilities:** | |
| Ability to add and subtract two digit numbers and to multiply and divide by 10's and 100's. Ability to apply basic arithmetic calculations using units of American money, weight measurement, column and distance. Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ration, and percent and design and interpret charts and graphs to communicate business issues. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, areas, circumference, and volume. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations. Ability to work with mathematical concepts such as probability and statistical inferences to business issues. Ability to apply financial concepts such as budget profit/losses statements and implication business operations. | |
| **Reasoning Abilities:** | |
| Ability to carry out detailed written and/or verbal instructions. Ability to solve problems involving concrete variables in standardized situations. Ability to solve practical problems and deal with a variety of variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form to carry out business objectives. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. | |
| **Temperament:** | |
| Professional interactions. Composure under stress. Multitasking. Performance under tight deadline. Extensive problem solver. | |
| **Other Abilities:** | |
| Leadership and team building, knowledge of political systems | |
| **Physical Demands:** | |
| *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential function of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.* | |
| (O) Occasionally - (OE) Occasionally Essential - (F) Frequently - (C) Continually | |
| While performing the duties of the job, the employee must (F) Sit, (F) Walk, (F) Stand,(O) Bend/twist at the neck more than the average person,(O) Bend/twist at the trunk more than the average person,(O) Squat/stoop/kneel,(O) Reach above the head,(O) Reach forward,(OE) Repeat the same hand, arm, or finger motion many times (e.g. data entry),(OE) Hand/grip strength,(F) Drive on the job,(OE) Type non-stop,(O) Manuel dexterity (e.g. opening items),(F) Use finger dexterity (e.g. typing, manipulative), Lift up to 10 pounds from,(O) Floor to waist, Lift up to 10 pounds from,(O) Waist to shoulder, Lift up to 10 pounds from,(O) Shoulder to overhead, Lift up to 11 to 15 pounds from,(O) Floor to waist, Lift up to 11 to 15 pounds from,(O) Waist to shoulder, Lift up to 11 to 15 pounds from,(O) Shoulder to overhead,(O) Load/items over 50 pounds that are reduced into smaller loads(O) Push/pull 25 to 50 pounds, Examples of items that are pushed or pulled,(OE)Boxes / Material / Chairs, Tables, carts(OE) Items that are pushed/pulled on wheels, Terrain items pushed or pulled on is,(OE) Carpeted floor, Terrain items pushed or pulled on is,(OE) Paved road, Terrain items pushed or pulled on is,(OE) Tiled floor, Terrain items pushed or pulled on is,(OE) Concrete, Terrain items pushed or pulled on is,(O) Other rough outdoor surfaces,(F) Carry 10 to 25 pounds,(OE) Carry 26 to 50 pounds, Example of and distance that items are carried,(F)100 yards from car to office. / Materials, AV equipment, lap top, boxes briefcase | |
| **Work Environment:** | |
| *The work environment characteristics described here are representative of those an employee will encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the jobs.* | |
| (O) Occasionally - (OE) Occasionally Essential - (F) Frequently - (C) Continually | |
| While performing the duties of the job, the employee must(C) Work inside,(O) Walk on slippery surfaces,(F) Close exposure to CRT's (computer screens),(F) Work irregular or extended work hours,(F) See objects/persons at a distance,(C) See close work such as typed or handwritten material,(OE) Be able to tell the differences among colors,(OE) Have very good depth perception,(OE) Hear conversation in a quite environment,(OE) Hear conversation in a noisy environment,(OE) Ability to tell where a sound is coming from,(C) Communicating through speech | |
| *The information contained in this job description is for the compliance with the American with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for this position. Additional duties performed by the individuals currently holding this position and additional duties may be assigned consistent with the job function.* | |