



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Administrator, Special Education – Connections

Class Code: 1048

Work Days: 220

GENERAL PURPOSE

Manage, supervise, plan, and coordinate programs and activities within Special Education Services - Connections; organize, assign, review, and participate in the work of staff providing support to students in special education settings; and provide staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receive direction from higher level management staff.
2. Exercise direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Develop and implement goals, objectives, policies, priorities, and strategic plans; identify resource needs; establish schedules and methods for providing specialized services; and recommend and implement policies and procedures.
2. Develop and administer program budgets; oversee program grants, including progress reporting and tracking expenditures; forecast additional funds needed for staffing, equipment, materials, and supplies; monitor and approve expenditures; and recommend adjustments as necessary.
3. Serve as liaison with Orange County school districts and outside agencies in matters related to special education and attend and participate in professional group meetings.
4. Monitor program compliance with laws, rules, and regulations related to student programs and services.
5. Update Special Education Services administration related to projects and activities.
6. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
7. Remain knowledgeable of new trends and innovations in special education; incorporate new developments as appropriate into programs.
8. Demonstrate attendance sufficient to complete the duties of the position as required.
9. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of special education programs.
2. Procedures, methods, and techniques of project and workflow management and organization.
3. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
4. Procedures and requirements for program assessment and evaluation.
5. Modern principles of special education instructional strategies and issues.
6. Recent developments, current literature, and sources of information related to special education services.
7. Pertinent federal, state, and local laws, codes, and safety regulations.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; delegate authority and responsibility effectively.
2. Interpret the organizational and divisional strategic plans and create relevant goals and plans for assigned areas.
3. Coordinate, direct, and implement early learning and inclusive programs suited to the division's needs.
4. Assess, evaluate, interpret, and explain program effectiveness, policies, and procedures, and analyze for compliance.
5. Establish and maintain effective working relationships with various constituencies.
6. Interpret and explain laws, codes, contracts, policies, and procedures, including legal compliance.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project the consequences of proposed actions, and implement recommendations in support of goals.
10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Master's degree in teaching, administration, or pupil personnel services; five (5) years of Special Education program experience, including two (2) years of administrative and supervisory experience; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing instruction or service in a public school program.

A valid California Administrative Credential.

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast-paced with high pressure.