



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

Assistant Principal, Special Education - Connections

**Class Code: 1051
Work Days: 215**

GENERAL PURPOSE

Assist in the administration and coordination of school programs based on policies and regulations established by the County Board of Education and the California Education Code; IEP development and facilitation; student supervision and management; crisis management; and coordinate activities with other schools, outside agencies, and the general public; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises 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 plan; identify resource needs; establish schedules and methods for providing specialized services; and recommend and implement policies and procedures.
 2. Provide administrative leadership in the absence of the principal.
 3. 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.
 4. Coordinate student enrollment and the assessment testing program; supervise student attendance and discipline; supervise and coordinate all student recordkeeping; assist in the coordination and integration of services provided by support personnel; respond to requests for information.
 5. Serve as the administrative representative for the Individual Education Program (IEP) team.
 6. Coordinate all aspects of student, staff, and school safety.
 7. Observe teachers, interact with students and school staff, and supervise students; may participate in the teaching of classes as required.
 8. Communicate with parents, students, teachers, administrators, site staff, supervisors, and other state and community agency representatives in person and by telephone.
 9. Complete federal, state, county, and other agency reports; develop procedures and guidelines;
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respond to requests from federal, state, and local governments; and review federal, state, and local guidelines, reports, and procedures.

10. Demonstrate attendance sufficient to complete the duties of the position as required.
11. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Curricular and instructional strategy trends as they apply to students in an educational setting.
2. Operational characteristics, services, and activities of an education program geared toward deaf and hard-of-hearing students.
3. Procedures, methods, and techniques of project and workflow management and organization.
4. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
5. Principles, theories, practices, methods, and techniques used in classroom instruction as they relate to students in a special education school setting.
6. Methods and approaches to planning instructional programs and services according to identified needs and requirements.
7. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
8. California Education Code, Administrative Code, and the policies, rules, and regulations of county schools' offices and federal, state, and local laws, codes, and regulations.
9. IEP process and relevant law.

Ability and Skill to:

1. Assist in the planning, directing, and coordinating of specialized school programs.
2. Respond to questions, inquiries, and complaints from parents, students, teachers, and officials from other school districts.
3. Oversee an effective program for maintaining school records.
4. Select, train, lead, coach, direct the work of, supervise, and evaluate classified and certificated professional, clerical, and technical employees; and effectively delegate authority and responsibility.
5. Interpret the organizational and divisional strategic plan and create relevant goals and plans for assigned areas.
6. Assist in the efficient internal operation of school administration, including financial management, scheduling, curriculum development, facility management, and budget management.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Analyze problems, identify alternative solutions, project the consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely in English, both orally and in writing; present information effectively in front of large and small groups; and prepare clear and concise correspondence, reports, and other written materials.

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10. Respond to difficult questions, inquiries, and complaints from parents, students, teachers, and officials from other school districts and outside governmental agencies; and communicate with a diverse group of parents and districts.
 11. Follow recruitment procedures; screen and interview applicants.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in education, including training in Special Education and three (3) years of responsible teaching or educational experience in Special Education 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.

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. This position includes the need to traverse uneven surfaces. May move students weighing up to 50 pounds and lift up to 100 pounds with assistance.

Must pass a pre-employment physical examination related to job duties/assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use mathematical reasoning; learn and apply new information or skills; perform detailed 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 including students, who may engage in potentially dangerous and/or abusive behavior.

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. Program needs may require work in the evening and/or weekend hours.

