



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

Assistant Principal, Special Education

**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; provide highly responsible and complex staff assistance to higher level management staff; and coordinate activities with other schools, outside agencies, and the general public.

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 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; recommend and implement policies and procedures.
 2. Provide administrative leadership in the absence of the principal.
 3. Select, train, schedule, supervise, lead, and evaluate assigned staff; provide resources and guidance to support staff success; work with employees to improve performance.
 4. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing educational services for a special education site.
 5. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 6. Coordinate student enrollment and the assessment testing program.
 7. Supervise student attendance and discipline.
 8. Supervise and coordinate all student recordkeeping.
 9. Serve as the administrative representative to the Individual Education Program (IEP) team.
 10. Coordinate all aspects of student, staff, and school safety.
 11. Assist in the coordination and integration of services provided by support personnel.
 12. Observe teachers, interact with students and school staff, and supervise students.
 13. Review federal, state, and local guidelines, reports, and procedures.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

14. Respond to requests for information.
15. Communicate with parents, students, teachers, administrators, site staff, supervisor, and other state and community agency representatives in person and by telephone.
16. Complete federal, state, county, and other agency reports; develop procedures and guidelines; and respond to requests from federal, state, and local governments.
17. May participate in the teaching of classes as required.
18. Demonstrate attendance sufficient to complete the duties of the position as required.
19. 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 the deaf and hard-of-hearing.
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.
9. Pertinent federal, state, and local laws, codes, and regulations.

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 of school records maintenance.
4. Select, train, lead, coach, direct the work of, supervise, and evaluate classified and certificated professional, clerical, and technical employees; effectively delegate authority and responsibility.
5. Interpret the organizational and division 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, and facilities management.

Ability and Skill to:

7. Establish and maintain effective working relationships with various constituencies.
8. Interpret and explain laws, codes, contracts, policies, and procedures.
9. Prepare clear and concise correspondence, reports, and other written materials.
10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
11. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.
12. Respond to difficult questions, inquiries and complaints from parents, students, teachers, and officials from other school districts and outside governmental agencies.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Master's degree from an accredited college or university with major course work in education including training in Special Education and three years of responsible teaching or educational experience in Special Education.

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

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. Move up to fifty (50) pounds and up to one hundred (100) pounds with assistance. There are specific guidelines that all staff is required to follow when lifting a student or equipment. Lifts have been designed for two persons, three persons, and four persons. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

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

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