



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

Chief Special Education

**Class Code: 1046
Work Days: 225**

GENERAL PURPOSE

Direct, manage, supervise, coordinate, and provide strategic direction for the activities of Special Education Services within the Department; coordinate assigned activities with other units, divisions, outside agencies, and the general public; and provide highly responsible and complex staff assistance to the organization.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from Chief Academic Officer.
2. Exercises direct supervision over management, professional, supervisory, technical, and/or 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. Assume management responsibility for all services and activities for Special Education including the oversight of educational programs and services provided at special education school sites and centers.
 2. Manage and participate in the development and implementation of goals, objectives, policies, and priorities for assigned programs including programs related to special education; recommend appropriate service and staffing levels; recommend and administer policies and procedures.
 3. Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement and review and implement improvements.
 4. Select, train, motivate, and evaluate Special Education personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

5. Plan, direct, coordinate, and review the work plan for the Special Education Services; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods, and procedures.
6. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
7. Serve as the liaison for Special Education with other Department units, divisions, and outside agencies; negotiate and resolve significant and controversial issues.
8. Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to special education programs, policies, and procedures as appropriate.
9. Provide performance management leadership to staff; plan, direct, and coordinate with subordinate level managers to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods, and procedures.
10. Direct the development and administration of the budget; forecast additional funds needed for staffing, equipment, materials, and supplies; coordinate the monitoring of and approve expenditures; recommend budgetary adjustments as necessary.
11. Assist in the negotiation of contracts for site leases and consultant services; participate in the planning and development, and implementation of plans to assure proper facility requirements; recommend new sites, construction, or modification of existing facilities.
12. Serve as a member of the Superintendent's Cabinet.
13. Direct the development of curriculum for Special Education Services.
14. Develop data systems for storage and retrieval; prepare various reports required by the Department and Federal, State, and local agencies.
15. Direct the development and implementation of in-service training programs.
16. Participate on a variety of boards and commissions; attend and participate in professional group meetings; stay abreast of new research, trends, and innovations in the field of special education
17. Respond to and resolve difficult and sensitive inquiries and complaints.
18. Demonstrate attendance sufficient to complete the duties of the position as required.
19. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of a special education program.
2. Organizational and management practices as applied to the analysis and evaluation of programs, policies, and operational needs.
3. Modern and complex principles and practices of program development and administration.
4. Modern and complex principles and practices of curriculum and instructional strategy trends in special education.

Knowledge of (cont.):

5. Methods and approaches to planning instructional programs and services, according to identified needs and requirements of assigned special education program.
6. Special education programs operated in the State of California.
7. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
8. Advanced principles and practices of budget preparation and administration.
9. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
10. Modern office procedures including computer equipment and programs.
11. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
12. Pertinent federal, state, and local laws, codes, and regulations.
13. Process and procedures of state governmental agencies and legislative bodies.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate management, supervisory, professional, and technical employees; effectively delegate authority and responsibility.
2. Provide administrative and professional leadership and direction for Special Education Services.
3. Interpret and explain policies and procedures.
4. Recommend and implement goals, objectives, and practices for providing effective and efficient educational services.
5. Prepare and administer large and complex budgets.
6. Prepare clear and concise administrative and financial reports.
7. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
8. Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
9. Interpret and apply federal, state, and local policies, procedures, laws, and regulations.
10. Communicate clearly and concisely, both orally and in writing.
11. Establish and maintain effective working relationships with those contacted in the course of work.

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 educational administration and special education and six years of responsible educational experience in the area of special education including three years of administrative and supervisory experience.

Licenses; Certificates; Special Requirements:

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. 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.

Revised 3/2017