



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

Director, Special Education Services

**Class Code: 1045
Work Days: 225**

GENERAL PURPOSE

Direct, manage, supervise, and coordinate the programs and activities of Special Education Services; to coordinate assigned activities with other units, divisions, and outside agencies; and to provide highly responsible and complex administrative support to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. Exercises direct supervision over management, supervisory, professional, 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. Manage and participate in the development and implementation of goals, objectives, policies, priorities, and strategic plan for assigned programs including programs related to special education; recommend, within policy, appropriate service and staffing levels; recommend and administer policies and procedures.
 2. Select, train, motivate, lead, and evaluate Special Education Services personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
 3. Plan, direct, coordinate, and review the work plan for Special Schools; meet with staff to identify and resolve problems; assign work activities, projects and programs; monitor work flow; review and evaluate work products, methods, and procedures
 4. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 5. Monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; monitor workloads and review internal reporting relationships; identify opportunities for improvement and review with the Chief, Special Education Services.
 6. Serve as the liaison for the Special Education Services with other Department units, divisions and outside agencies; negotiate and resolve significant and controversial issues.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

7. Manage and participate in the development and administration of the unit's budget; forecast additional funds needed for staffing, equipment, materials, and supplies, and coordinate the monitoring of and approval of expenditures recommending adjustments when necessary.
8. Provide responsible staff assistance to the Chief, Special Education Services; prepare and present staff reports and other necessary correspondence.
9. Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to special education programs, policies, and procedures as appropriate.
10. Participate on a variety of boards and commissions; attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of special education.
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. Direct the development of curriculum for the Special Schools and Programs Unit.
13. Direct the development and implementation of in-service training programs including computer assisted interactive teacher training.
14. Demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Procedures, methods, and techniques of project and workflow management and organization.
2. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
3. Operational characteristics, services and activities of the special education program.
4. Modern and complex principles and practices of program development and administration.
5. Modern and complex principles and practices of curriculum development and instructional strategy trends for special education instruction.
6. Methods and approaches to planning instructional programs and services geared for students requiring special education programs.
7. Principles of budget preparation and control.
8. California Education Code, California Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
9. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; effectively delegate authority and responsibility.

Ability and Skill to (cont.):

2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Provide administrative and professional leadership and direction for the Special Schools and Programs Unit.
4. Recommend and implement goals, objectives, and practices for providing effective and efficient educational services.
5. Prepare and administer large and complex budgets.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project 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 Master's degree from an accredited college or university with major course work in education including specialized training in educational administration and special education and six years of increasingly responsible special education experience, including three years of administrative and supervisory 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

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 30 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 moderate to high pressure.

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