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| Copy of Richfield Crest.jpg | **Position Description** |

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| **SECTION I: GENERAL INFORMATION** |

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| **Position Title: Lead Teacher – Special Education** | **Department: Special Education** |
| **Reports to: Director of Special Education & Principal** | **FLSA Status:** |
| **Classification: Teacher** | **Bargaining/ Work Unit: Teacher** |
| **Position Last Updated: March 2016** | **Next Position Description Update:** |

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| **SECTION II: JOB SUMMARY** |

Teacher leader for building special education department.

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| **SECTION III: DUTIES AND RESPONSIBILITIES** |

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| **Duty/ Responsibility Number:** | **1** | **Statement of Duty/ Responsibility:** Building program oversight |
| **Percent of Time:** | 20 |

**Tasks involved in fulfilling above duty/ responsibility:**

* Coordinates scheduling for special education teachers, paraprofessionals, and course offerings available to students.
* Coordinates testing for special education students.
* Conducts department meetings.
* Acts as administrative designee or appoints a designee for all building level IEP meetings.
* Plans for delivery of services regarding student needs/staff capacity.

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| **Duty/ Responsibility Number:** | **2** | **Statement of Duty/ Responsibility:**Administrative Leadership |
| **Percent of Time:** | 20 |

**Tasks involved in fulfilling above duty/ responsibility:**

* Establishes and maintains effective communication with building and district administration.
* Advocates for the building special education program by making recommendations for staffing, program facilities, materials, equipment, and staff development needs to the Director of Special Programs and building administrator.
* Participates in building leadership meetings.
* Works with administration to ensure coverage for teacher/para absence.
* Works with administration to assign mentors to new special education teachers. Supports and provides resources for new teaching staff throughout the school year.
* Coordinates and provides input on performance evaluations for paraprofessionals.
* Some extended time may be required, up to 10 days for duties outside the building such as Due Process Nights or SEAC meetings.

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| **Duty/ Responsibility Number:** | **3** | **Statement of Duty/ Responsibility:** Special Education Leadership |
| **Percent of Time:** | 60 |

**Tasks involved in fulfilling above duty/ responsibility:**

* Participates in the building child find process.
* Monitors due process completion for the building special education staff, ensuring all IEPs are completed on time and due process timelines are met.
* Coordinates and leads evaluation planning meetings on a regular basis.
* Coordinates and conducts initial special education evaluations to determine eligibility.
* Coordinates beginning of the year meetings with related service providers (OT, PT) and Third Party Billing supervision.
* Participates in dispute resolution processes.
* Consults with private school staff on special education intervention strategies and due process as needed.
* Coordinates special education referrals, assessments, services and transportation for children placed by parents into private schools.
* Oversees management of special education due process files including, transfer of files between buildings, proper storage and organization of files in a secure, central location.
* Collaborates with lead teachers in other buildings/programs to coordinate the smooth transition of students between buildings.
* Works with outside consultants as needed.
* Completes department paperwork and processes for special education enrollments and withdrawals in a timely manner.
* Coordinates Special Education Extended School Year projections and completion of forms.
* Ensures building case managers are trained in the use and documentation of interpreters for assessment and due process.
* Attends meeting for students placed out of district as needed.
* Identifies and trains surrogate parents.
* Supervises completion of paperwork and ongoing provisions of homebound services for students with disabilities.
* Establishes and maintains a positive department culture.
* Maintains a database containing information on special education students.
* Completes department reports within given timelines and provides information for the completion of local, state and federal reports.
* Respond, intervene and guide student behavior during crisis.

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| **Duty/ Responsibility Number:** | **4** | **Statement of Duty/ Responsibility:** Instructional Leadership |
| **Percent of Time:** |  |

**Tasks involved in fulfilling above duty/ responsibility:**

* Demonstrates knowledge in instructional practices, behavior management and crisis intervention by:
* Maintaining visibility and input into classroom instruction, and classroom management.
* Problem solving with others regarding instruction, accommodations, modifications.
* Problem solving with teams regarding student behavior.
* Providing/coordinating professional development.

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| **SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES** |

**Knowledge:**

* Knowledge of and/or willingness to learn principles of effective leadership.
* Knowledge of and/or willingness to learn and work within Danielson’s Framework for Teaching.
* Knowledge of and/or willingness to learn ways to effectively incorporate technology into instruction and student learning.
* Knowledge of and/or willingness to learn effective conflict resolutions strategies for addressing staff situations.
* Knowledge and experience with effective classroom management strategies.
* Knowledge and/or willingness to learn about federal and state laws as well as district policies regarding special education.

**Skills:**

* Demonstrates effective leadership skills.
* Creates developmentally appropriate learning experiences for special education staff.
* Communicates regularly and appropriately with students and families as necessary using district approved methods of communication, and in accordance with the district’s Acceptable Use of Technology policy and guidelines.
* Maintains professionalism in all challenging and difficult situations.

**Abilities:**

* Demonstrates effectiveness in collaborating with others for program and student success.
* Develops effective and positive working relationships with students, staff administrators, parents and the community.

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| **SECTION V: EDUCATION/ CERTIFICATION REQUIREMENTS** |

* Current Minnesota Teaching License in Special Education

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| **SECTION VI: EXPERIENCE REQUIREMENTS** |

* 2+ years in a leadership role or licensure/professional development as an administrator

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| **SECTION VII: WORK ENVIRONMENT** |

* Work is typically performed in an inside, temperature-controlled environment. Some outside duty time may be scheduled and expected in performance of this position.
* There may be some lifting and moving of materials and/or equipment, typically less than 30 pounds, in performance of this position.

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| **SECTION VIII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS** |

* A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
* Perform assigned responsibilities in a manner consistent with the District’s established Core Values.
* Advance the District’s mission and values through careful attention to the key issues of Learning, Environment, and Resources.