

SPECIAL EDUCATION SPECIALIST

Purpose Statement

The job of Special Education Specialist was established for the purpose/s of providing a wide variety of secretarial support to assigned administrator and department; establishing and maintaining special education records; coordinating special education meetings; substituting in classrooms; reviewing IEP paperwork; observing special education students; compiling and distributing a wide variety of material and reports; and administering academic tests.

This job reports to School Psychologist, Special Ed Consultant, or Principal

Essential Functions

- Assists in coordination of a variety of programs and/or activities (e.g. meetings with parents, transfers of incoming students special education documents, etc.) for the purpose of ensuring compliance with established guidelines.
- Compiles data from a variety of sources (e.g. IEP meetings, student observations, special education teachers, school psychologist, etc.) for the purpose of complying with legal and/or administrative requirements.
- Coordinates a variety of programs and/or activities (e.g. proper distribution of materials to special education departments, arrangements for MDA IEP meetings, etc.) for the purpose of delivering services in compliance with established guidelines.
- Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, etc.) for the purpose of ensuring accuracy of materials and complying with all federal/state/district regulations.
- Observes special education students in classrooms for the purpose of reporting observed behaviors to school psychologist.
- Prepares special education data reports for the purpose of ensuring all district, state and federal regulations and requirements are being met.
- Responds to inquiries from a variety of internal and external parties (e.g. district staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Reviews MDA/IEP paperwork for the purpose of determining if all forms are completed and filled out correctly.
- Substitute teaches in the classroom for the purpose of allowing teachers to attend IEP/MDA meetings.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment; using pertinent software applications; administering academic tests; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: commonly accepted office application software and machines; and vocational standards; and student behaviors.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; meeting deadlines and schedules; working with detailed information/data; multi tasking; establishing a positive rapport with students and staff; and working in multiple locations (by assignment).

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 65% sitting, 15% walking, and 20% standing. The job is performed under minimal temperature variations.

Experience Job related experience with increasing levels of responsibility is desired.

Education Community College and/or Vocational School degree with study in job related area.

Equivalency None Specified

Required Testing

None Specified

Certificates & Licenses

Valid Driver's License & Evidence of Insurability
Substitute Teacher Certificate

Continuing Educ. / Training

5 college hours every 5 years for renewal of substitute certificate.

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Grade

Classified 50

I HAVE READ AND UNDERSTAND THE SCOPE OF THE JOB AND HOLD THE MINIMUM REQUIREMENTS:

Employee Name (Please Print): _____

Employee Signature: _____ Date: _____