



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

Coordinator, ACCESS Special Education

**Class Code: 1410
Work Days: 225**

GENERAL PURPOSE

Supervise, assign, review, and participate in the work of staff responsible for providing special education services Alternative Education students; and provide assistance to higher level management staff.

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. Recommend and assist in the implementation of goals and objectives; establish schedules and methods for providing special education programs; implement policies and procedures relating to proposed changes in non-severe special education laws or credentials.
 2. Research and respond to compliance questions and concerns from within the Department of Education and from the districts; provide consultation services to districts and the county office on special education and matriculation.
 3. Monitor program compliance with laws, rules, and regulations related to provision of special education and related services.
 4. Identify opportunities for improving service delivery methods and procedures; review with appropriate administrative staff; implement improvements.
 5. Select, train, motivate and evaluate personnel; work with employees to correct deficiencies; implement discipline procedures; maintain personnel records as required.
 6. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 7. Plan, prioritize, assign, and review the work of staff; prepare work schedules for appropriate staff.
-

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

8. Act as liaison between Department, local school districts, private schools, and various agencies regarding special education programs, issues, and individual student needs and programs.
9. Direct and monitor support activities necessary to implement a special education program including facilities maintenance, clerical assistance, instructional assistance, and transportation coordination.
10. Coordinate student transitions to, within, and from schools and programs within the Department of Education to ensure compliance with the IEP; work with appropriate school districts to accomplish successful and compliant transition.
11. Assist teachers in maintaining order and appropriate discipline.
12. Demonstrate attendance sufficient to complete the duties of the position as required.
13. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**Knowledge of:**

1. Principles of effective supervision, leadership, training, coaching and performance evaluation.
2. Procedures, methods, and techniques of project and workflow management and organization.
3. Operational characteristics, services, and activities of a special education program.
4. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
5. Principles, theories, practices, methods, and techniques used in classroom instruction as they relate to students in a special education setting.
6. Methods and approaches to planning instructional programs and services, according to identified needs and requirements.
7. Pertinent federal, state, and local laws, codes, and safety regulations.
8. Recent developments, current literature, and sources of information related to special education services.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Recommend and implement goals, objectives, and practices for providing effective and efficient special education programs.
4. Elicit community and organizational support for special education programs; present materials to the general public.

-
5. Develop, implement, and follow appropriate schedule and project management systems as well as general organizational systems for assigned unit(s).
 6. Respond to questions, inquiries, and complaints.
 7. Establish and maintain effective working relationships with various constituencies.
 8. Interpret and explain laws, codes, contracts, policies, and procedures.
 9. Develop and present training materials.
 10. Prepare clear and concise correspondence, reports, and other written materials.
 11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 12. 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 a Master's degree from an accredited college or university with major course work in teaching, special education, administration, or pupil personnel services and four years of special education program experience including two years 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 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.

Revised 3/2017