

Young Audiences Charter Association Special Education Job Descriptions



Director of Special Education

General Description:

The Director of Special Education is responsible for helping Young Audiences Charter School achieve its mission of educating the whole child through arts integration and to prepare our creative learners to flourish as leaders in life and learning. Under direction of the School Leader, The Director of Special Education will organize and oversee student services including academic and behavioral Response to Intervention, related services such as social work, counseling, therapeutic supports for social/emotional/behavioral needs, Speech Therapy, Occupational Therapy, Physical Therapy, Adapted Physical Education, nursing, orientation and mobility, Braille instruction, sign language, Section 504 services, and gifted and talented services.

The Director of Special Education will work in cooperation with RTI Coordinators, School Leader, and student support personnel and directly manage the special education teachers, assistants, and contracted service providers.

Major Responsibilities:

Overall Vision and Leadership

- Develops and implements systems to ensure timely service provision in accordance with student IEPs
- Ensures collaborative planning and professional development between special education coordinators and their school based teams, related service providers, and RTI coordinators and school based interventionists
- Facilitates the on-going embedding of the core values of Passion, Creativity, Discipline, and Teamwork across each of the student support service areas
- Develops and implements systems to identify students at risk for poor learning outcomes and ensures appropriate interventions are conducted in the areas of academics and behavior through collaboration with school based RTI Coordinators and network leaders
- Serves as a liaison between partners such as Shadows for Life (specialists in Autism)
- Response to Intervention: The Director of Special Education will work with the school leader, school-based RTI Coordinators, and Shadows for Life leaders to train staff, identify students,



evaluate programming, and track outcomes for students in need of interventions in the areas of behavior and academics.

- **Special Education Services:** The Director of Special Education will lead SPED teachers to develop an overall vision for the Special Education program, including the development and implementation of a comprehensive plan for curriculum, instruction, documentation, and professional development for special education coordinators, teachers, and support service providers.

Leadership and Programming Support across Student Support services

In addition to the areas of direct management, the Director of Special Education ensures high quality services through:

- **Strategic management:** Leads long-term and annual strategic planning processes that result in three-year and annual strategic plans with needs assessments, clear priorities, measurements of progress, action steps, and annual budgets
- **Performance evaluation:** Assists school leaders with performance evaluations of special education personnel and gifted and talented coordinators
- **Professional development :** Designs and implements professional development for special education teachers and their grade level teams, related service providers, and RTI coordinators and interventionists and facilitates the on-going embedding of the school values (Passion, Creativity, Discipline, and Teamwork) across each of the student support service areas

Direct Management Responsibilities

- The SPED Director directly manages Gifted and Talented teachers, SPED teachers, and SPED teachers assistants
- The SPED Director develops and implements systems to ensure compliance with local and federal law related to special education communicates regularly with district compliance monitors. The SPED Director will directly manage and support SPED teachers and assistants to ensure an annual cycle of assessment of regular review of compliance data (IEP timelines, evaluation timelines, IEP folder quality, and IEP quality).



Special Education Teacher

General Responsibilities:

Under the supervision of the Director of Special Education, special education teachers plan and provide appropriate learning experiences for students with disabilities in a variety of educational settings. This position is responsible for implementing a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Major Responsibilities:

The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

1. Provide direct and indirect instructional support to students in a positive environment.
2. Employ special education strategies and techniques doing construction to improve the development of sensory and perceptual motor skills, language, cognition, and memory.
3. Instruct students in academic subjects using a variety of techniques such as phonetics, multi sensory learning, and repetition to reinforce learning and to meet students varying needs and interest.
4. Teach socially acceptable behavior, as determined by the students individualized education program by employing techniques and an overall positive behavioral support system.
5. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
6. Plan and conduct activities for a balance program of instruction, demonstration, and what time to provide students with opportunities to observe, question, and investigate.
7. Establish and enforce rules for behavior and procedures maintaining an environment conducive to



learning for all students.

8. Meet with parents to discuss their children's progress and to determine priorities for the children and their individualized educational needs.
9. Confirm with parents, administrators, testing specialist, social workers, and other professionals to develop individualized education programs students educational, physical, and social/emotional development.
10. Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
11. Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
12. Develop plans for effective communication, Monitoring, and follow-up of student and inclusive classroom settings.
13. Provide crisis intervention, as needed, for students and in inclusive classrooms. Assist in collection of data for providing appropriate classroom interventions.
14. Assist in preparation of data for local, state, and federal reports.
15. Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
16. Perform related work as required.



Special Education Teacher's Assistant

General Responsibilities:

Under the supervision of the Director of Special Education and Special Education Teachers, Special Education Teacher's Assistants assist Special Education Teachers in implementing appropriate learning experiences for students with disabilities in a variety of educational settings. Teacher's Assistants help in providing a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

Provide support in the following areas:

1. Provide direct and indirect instructional support to students in a positive environment.
2. Employ special education strategies and techniques doing construction to improve the development of sensory and perceptual motor skills, language, cognition, and memory.
3. Instruct students in academic subjects using a variety of techniques such as phonetics, multi sensory learning, and repetition to reinforce learning and to meet students varying needs and interest.
4. Teach socially acceptable behavior, as determined by the students individualized education program by employing techniques and an overall positive behavioral support system.
5. Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
6. Plan and conduct activities for a balance program of instruction, demonstration, and what time to provide students with opportunities to observe, question, and investigate.
7. Establish and enforce rules for behavior and procedures maintaining an environment conducive to learning for all students.
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 13. Provide crisis intervention, as needed, for students and in inclusive classrooms. Assist in collection of data for providing appropriate classroom interventions.
 14. Assist in preparation of data for local, state, and federal reports.
 15. Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
 16. Perform related work as required.