

TITLE**Supervisor - Special Education****QUALIFICATIONS**

Valid Tennessee teacher's license with appropriate endorsement(s) in Special Education as well as administration supervision; and

Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a master's degree.

JOB GOAL

To provide a sound educational program for students who require at least a partially different program from regular classroom programs.

ESSENTIAL FUNCTIONS

1. Design the formulation and implementation of individual educational plans for handicapped students and develop procedures for placement, evaluation, assignment, and reappraisal of students;
2. Keep abreast of all components of Special Education at both the state and federal level and seek to comply with all requirements;
3. Act as a consultant to all special education personnel in regard to program planning and implementation, including gifted education;
4. Make all necessary arrangements for Individualized Education Program (IEP) Team meetings in coordination with principals and special education staff;
5. Act as the system's contact person to outside agencies dealing with the evaluation and/or placement of handicapped students;
6. Develop and present to the state department of education the yearly Board approved Plan for the Education of Handicapped Students;
7. Seek to maintain a highly qualified professional and support staff to adequately meet the specific needs of handicapped students;
8. Make recommendation for initial and continued employment as well as specific assignments of special education staff (principal must be a part of this process).
9. Complete required evaluations (assigned to Central Office) and assists principals in the evaluation of professional and support staff who deal with handicapped students, when needed;
10. Coordinate a plan for dissemination of pertinent information to parents;
11. Compile necessary data used in census reports to state and/or federal agencies;
12. Submit to the Director of Schools all requisitions for special education services;
13. Supervise the maintenance of records of all handicapped students;
14. Incorporate a structured program for progress monitoring;
15. Coordinate special education services with other supervisors (Elementary Curriculum and Instruction, Secondary Curriculum and Instruction, and Supervisor of Career and Technical Education);
16. Work with system-wide curriculum committee to ensure provisions are made for handicapped students;
17. Serve in an advisory capacity in regard to screening procedures and keep on file the results of such screening activities, notify parents of particular needs and advises teachers on the use of screening results in modifying teaching methods;

18. Present recommendations regarding needed areas for staff development, modifications of existing programs, and implementation of needed additional services to handicapped students;
19. Keep abreast of changes pertaining to the handicapped, as well as with the current trends of educating all exceptionalities, and inform and advise staff of such;
20. Provide staff development training as needed for both certified and support staff in regard to services of staff in regard to special education; and
21. Perform other duties as deemed necessary by the Director of Schools.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Stooping and/or kneeling
2. Reaching
3. Talking
4. Hearing
5. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with people beyond giving and receiving instruction.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
5. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.