

## **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

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### **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: \_\_\_\_\_