



SHANGHAI LIVINGSTON AMERICAN SCHOOL

上海李文斯顿美国学校

Job Title: Director of Student Support Services
Reports: Head of Schools

Division/ Department: Administration
Work Duty Hours: 8:00 AM – 5:00 PM
August 1 to June 30

Last review Date: June 18, 2018

SLAS believes:

- that each employee makes a significant contribution to our success,
- that contributions should not be limited to the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications and job scope, but not limit the employee or SLAS to only the work identified. It is the expectation of the School that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organization

Primary Purpose:

Evaluate and provide leadership for the overall Student Support programs Nursery-12 of the school. Provide leadership to ensure high standards of instructional service. Assist in the effective and efficient operations of the curriculum and instruction department which includes curriculum, staff development, and assessment.

Qualifications:

Education/Certification:

Master's degree in special education or curriculum and instruction

Special Knowledge/Skills:

Thorough knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to coordinate district staff development
Ability to implement and interpret policy, procedures, and data
Strong organizational, communication, and interpersonal skills

Experience:

Three years experience as a classroom teacher with additional experience in instructional leadership roles

Major Responsibilities and Duties:

Instructional Management

1. Monitor instructional processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.

2. Assists in Supervising the development and administration of District programs and services for with special needs in order to provide for diagnosis, evaluation, and education, that meet the vision, mission, core values, and goals of the District and also meet and/or exceed federal, and state, regulations.

Partner with leadership in directing instructional and curriculum services to meet student's needs.

Develops annual goals for the Department of Special Education.

Assists in Supervising services for all pupils to provide group testing, homebound instruction, school health services, collecting demographic information for the District and collecting student data for State Department Child Count and State Department fiscal reports.



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Assists in supervising student achievement programs for special needs students and works with building principals in analyzing results and provides programs address needs, and provides student achievement and data at the district, department, school, classroom, and student levels to meet and/or exceed district standards

Assists in the accreditation process to insure the District meets Department of Education regulations.

3. Plan, implement, and evaluate instructional programs with teachers, including learning objectives, instructional strategies, and assessment techniques.

Communicates on a regular basis through a variety of methods and by scheduling regular meetings and conducting in-service for District administrators and Special Education staff members.

Assists in supervising and approving the staff development programs for District personnel, in regard to special education services.

Demonstrate an advanced understanding of instructional strategies for students with autism, ♣ developmental delay, specific learning disabilities, and behavior disorders.

Demonstrate excellent oral and written communication skills and the ability to communicate ♣ effectively with a diverse group of colleagues, parents, families, and community members. Be committed to meeting the needs of a diverse student population. ♣

Have excellent time-management skills, attention to detail, and ability to work independently. ♣

Effectively communicating to parents and guardians the special education process including ♣ process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well as parental rights granted by IDEA. Facilitating IEP meetings using a strengths based and family centered approach ♣ Coordinating with student's special education team to ensure all documents are completed in ♣ a timely manner (according to state, local, and school policies and procedures) prior to MDT meeting.

Coordinating with special education team to complete quarterly IEP progress reports and ♣ provide quarterly IEP progress reports to teachers and administration

Ensuring IEPs are developmentally appropriate, curriculum/standards -based, strength based, ♣ and relevant to individual students. Working to maintain school and LEA tracking and data system that includes: student ♣ information related to IEPs, services, service hours, evaluations, MDT referrals, time lines in which evaluations were completed and discipline incidents documented Supporting the planning of special education initiative and the implementation of initiatives. ♣ Integrates new developments, research findings and best practices into ongoing programs and new initiatives.

Maintaining confidentiality of student records and student information ♣

4. Apply research and district data to improve the content, sequence, and results of the teaching and learning process.

5. Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.

6. Plan the necessary time, resources, and materials to support accomplishment of educational goals.

7. Participate in the district-level decision making process to establish and review the district's goals and objectives and major classroom instructional programs for 6-12 grade.



8. Actively support the efforts of others to achieve district goals and objectives and the campus performance objectives.
9. Obtain and use evaluative findings, including student achievement data, to examine curriculum and instructional program effectiveness.
10. Assist in planning and providing effective staff development activities that incorporate the mission of the district, program evaluation outcomes, and input from teachers and others.
11. Assist in securing consultants, specialists, and other community resources for principals and supervise instructional staff to assist in attaining objectives.

School or Organization Improvement

12. Support common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school and district vision.
13. Partner with campus principals and Assistant Superintendent of Curriculum and Instruction in identifying, analyzing, and applying research findings to promote school improvement.

Personnel Management

14. Define expectations for staff performance with regard to instructional strategies and support implementation of strategies.
15. Work with campus level planning and decision-making committees to plan professional development activities.
16. Confer with staff regarding professional growth. Work with them to develop and accomplish improvement goals.
17. Provide for two-way communication with principals, teachers, staff, parents, and community.
18. Monitor professional research and disseminate ideas and information to other professionals.

Professional Growth and Development

19. Develop professional skills appropriate to job assignment.
20. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.

Other

21. Comply with school policies.
22. Maintain confidentiality in the conduct of district business.
23. Other duties as assigned.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Occasional district wide and statewide travel; frequent prolonged and irregular hours.



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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required

School Hours

8:00am to 5:00pm Monday to Friday

Administrative staff are contracted to be available to work up to 45 hours per week. Occasional weekend or evening work may be required.

NOTE: This job description is not intended to be all-inclusive. The employee may perform other related duties as negotiated to meet the ongoing needs of the school.

Supervisory Responsibilities:

None.