

Job Description

Job Title: Program Administrator I
Instruction & Transition Programs
Position Code: 1E08, AE08
Job Classification: Exempt

Supervisor: Supervisor I
Special Education
Pay Grade: 37S
Contract Length: 220 Days

Job Summary

Position is responsible for planning and coordinating the school division's program that provides special education students with Transition programs. Position establishes partnerships/acts as a liaison with community agencies and businesses; provides staff development; and assists with monitoring the curriculum, preparing a budget, and evaluating the program.

Essential Duties

1. Coordinates the school division's Transition programs for special education students.
2. Develops partnerships with community agencies to plan educational activities and train students.
3. Confers with community agencies and businesses to communicate objectives of the program, locate student training opportunities, and solicit cooperation in adapting activities to the special needs of students.
4. Reviews referrals from teachers and participates in eligibility and IEP meetings to plan vocational training and transition based instructional experiences that meet the needs, interests and abilities of students.
5. Counsels students in matters such as vocational choices, job readiness, and job retention skills and behaviors.
6. Arranges for the transportation of special needs students to and from training sites.
7. Visits training sites and consults with vocational schools to monitor progress of the student and to determine support needed to meet community agency/business requirements and fulfill program goals.
8. Plans field trips to enable special needs students to learn about job activities and to explore work environments.
9. Assists with developing, administering, and evaluating the programs' curriculum.
10. Serves as a resource to staff and teachers regarding Transition instructional programs; and conducts in-service training regarding the program, instructional strategies, and best practices in special education.
11. Provide instructional support for high school teachers of students with varying disabilities
12. Assists with preparing and monitoring the program's budget.
13. Provides presentations and workshops to parents/guardians to foster understanding and provide information on Transition programs.
14. Assists the Supervisor II (Special Education) with evaluation of the program and its effectiveness and provides recommendations for program improvement.
15. Maintains program records and prepares reports regarding the program.
16. Recommends the selection of textbooks, instructional materials and equipment for the program.
17. Develops and creates transition programs and partnerships with local colleges to plan educational exposure activities for college bound students with disabilities.
18. Serves as a resource to teachers and parents of students with disabilities on the standard and advanced diploma track regarding transition to 2 year and 4 year colleges.
19. Conducts in-service training regarding college support for students with disabilities.
20. Under the guidance of a special education supervisor, assists teachers in the improvement of instructional performance in the areas of English and Math on the secondary level.
21. Collaborates with the administrator for extended learning to create college readiness afterschool programs for students with disabilities.
22. Chairs eligibility committee and 504 meetings in assigned schools.
23. Models non-discriminatory practices in all activities.

Other Duties

- 1. Performs any other related duties as assigned by the Supervisor II (Special Education) or other appropriate administrators.

Job Specifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

Minimum Qualifications (Knowledge, Skills and/or Abilities Required)

Must possess a Bachelor’s degree (Master’s degree preferred) in education or a related field with some teaching experience to include experience in special education or vocational education. Must be eligible for a Virginia Teaching License. Must possess a demonstrated involvement in school activities and committees involving leadership responsibilities beyond those required in the classroom. Must possess an in-depth knowledge of vocational rehabilitation theory, the needs of special needs students, state and federal regulations, and instructional best practices. Must possess knowledge and effective skills in curriculum development and budget development. Must possess the ability to establish effective partnerships with community agencies/businesses and provide program planning. Must possess excellent communication, interpersonal, and organizational skills. Must possess the ability to establish and maintain effective working relationships with teachers, students, the community, and administrative staff.

Working Conditions & Physical Requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions. Exhibit manual dexterity to dial a telephone, to enter data into a computer, see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal levels; speak in audible tones so that others may understand clearly; physical agility to lift up to 25 pounds to shoulder height.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. The noise level in the work environment is usually moderate.

Supervision Exercised: None

Supervision Received: Supervisor II, Special Education

This job description in no way states or implies that these are the only duties to be performed by this employee. The Program Administrator I, Special Education will be required to follow any other instructions and to perform any other related duties as assigned by the supervisor or appropriate administrator. Newport News Public Schools reserves the right to update, revise or change this job description and related duties at any time.

Approvals: _____
Supervisor Date

I acknowledge that I have received and read this job description.

Employee Name (Print) Signature Date