The School at McGuire Memorial
Assistant Director

Job Title: Assistant Director
Department: The School at McGuire Memorial

Job Summary: The Assistant Director is responsible for assuring quality programming for low incidence population of students with significant/complex needs. He/she will provide supervision, guidance, coaching and support to all staff in the pursuit of excellence and will serve as a leader in navigating the special education world.

Minimum Qualifications:
Master’s Degree from an accredited institution in Special Education, Speech, Applied Behavior Analysis or related field
Demonstrated understanding of Applied Behavior Analysis (Board Certified Behavior Analyst preferred)
Relevant Pennsylvania Department of Education certification
Supervisory Experience

AND
Required background checks including
- State police criminal history record
- Dept. of Public Welfare Child Abuse Report
- Federal Criminal History Report (CHRI) – FBI report

CPR/First Aid training
Negative TB screening
Physical and Drug Screen
Valid Pennsylvania Driver’s License

Duties Related to Staff Development
- He/she is responsible for developing and implementing a comprehensive staff development program including:
  - New Hires
    - Coordinates and develops pre-service training for staff and maintains documentation of such training
    - Oversees new hire training by providing training when needed to those responsible for hiring in the process and ensuring compliance with requirements/regulations. The process for new hires to be implemented by those responsible for hiring includes:
      - Posts job openings, reviews resumes, interviews qualified applicants, checks references and hires new staff
      - Establishes start date and insures receipt of all documents prior to start date
      - Notifies relevant stakeholders of new hires
      - Establishes and implements new hire “welcome” activities
    - Develops and implements new staff orientation packet and schedule
  - Induction Program
    - Directs Teacher Induction program including content development and submission to state for approval
  - Oversees Professional Development/Act 48 program including:
    - Develops content and submits to state for approval

Date: November 2020 (revised)
Supervisor: Director
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- Develops staff pre/post evaluations
- Develops post training evaluations
- Plans, develops, and implements year-round professional development programs for all faculty
- Prepares annual staff inservice calendar including monthly ½ day training and identifies/schedules speakers
- Provides coaching, training, mentoring and supervision to staff in updating and maintaining instructional skills
- Develops database to track staff license renewals, credentialing and mandated professional development hours
- Ensures staff awareness of and compliance with various school policies (dress code, cell phone use, on time, etc.)

Duties Related to Best Practices/Quality Programs
- Establishes culture of excellence by leading research reviews with staff
- Identifies best practices and provides training with fidelity checks
- Conducts tri-annual departmental program evaluations and develops staff training programs to address identified deficiencies
- Conducts school self-assessments for licensing and certification programs and develops staff training programs to address identified deficiencies
- Participates in program evaluation to ensure quality educational services
- Engages in ongoing program monitoring to ensure education is of the highest quality
- Works with administrative team to develop annual classroom lists for student placement and staff support
- Specifies staff duties, assigns staff and ensures accountability in the performance of jobs
- Compiles annual data on staff turn-over, retention and training
- Collaborates with the director to review, revise or design strategies, programs and procedures for staffing, scheduling, communication, program development, etc.

Duties Related to Student Enrollment
- Fields all phone calls for program information
- Maintains database of referrals/interest and compiles data regarding number of referrals converted to enrollment
- Serves as admissions point of contact for school districts and families
- Schedules tours, conducts interviews and observations for potential students
- Establishes start date and issues acceptance letters
- Develops waiting lists based on classroom capacities
- Distributes new student admission information to relevant staff and organizes child study team prior to start date
- Secures additional materials, furniture and supplies and distributes to classroom prior to new student start date
- Establishes initial IEP date for new admissions and works with staff to conduct appropriate initial assessments and develop initial IEP goals
- Matches new student to teachers/classrooms based on understanding of student needs and teacher strengths
- Compiles annual data on program growth, capacity issues, openings, etc.

Duties Related to Compliance
- Monitors compliance with Pennsylvania Department of Education mandates for staff credentials, student records, student attendance, restraints, annual assessments, etc.
- Reviews IEPs for content compliance, goal writing, progress monitoring, date compliance, etc.
- Facilitates meetings and problem solving initiatives with staff, districts and families
- Serves as liaison for outside agencies (wrap agencies, supports coordination units, CYS, etc.)
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General Duties

- Strictly maintains confidentiality of information
- Follows all rules, policies and procedures of The School and the agency
- Any and all other duties as assigned

Expectations, Knowledge, Skills and Abilities:

1. Recognizes and knows by name each student, parent and staff member
2. Demonstrates the ability to develop cohesiveness and team building among staff
3. Presents a positive role model and supports the mission of the school/agency
4. Ability to follow, interpret, apply and explain rules, regulations, policies and procedures
5. Ability to work independently, plan and organize work and make appropriate decisions
6. Ability to communicate effectively in both written and oral formats
7. Ability to establish and maintain effective working relationships
8. Ability to perform tasks efficiently, set priorities, follow schedules and time lines, meet deadlines, etc.
9. Ability to work effectively with school personnel, students and volunteers
10. Possesses strong analytical skills
11. Demonstrates leadership skills
12. Demonstrates flexibility, patience and respect for student, co-workers, families and agency
13. Demonstrates broad working knowledge and understanding of students with cognitive disabilities, autism, multiple disabilities and behavior issues, developmental skills, pre-academic and academic skills, behavior skills, state standards, special education trends/regulations, secondary transition and post-secondary options for students ages 3-21
14. Displays the ability to interpret and represent data according to industry standards and to convey this analysis/interpretation in jargon-free language that is easily understood by laymen
15. Demonstrates competency in applied behavior analytic principles, strategies and instructional techniques
16. Ability to assess staff learning needs, develop training programs and train to fidelity
17. Experience in the development of data collection systems and in data analysis
18. Working knowledge of web-based programs used throughout the School including but not limited to IEPWriter, VizZie, etc.
19. Working knowledge of best practices in autism and multiple disabilities
20. Ability to read and follow directions
21. Demonstrates competency in basic math skills including but not limited to: ability to measure, count, compute data, etc.
22. Knowledge of basic subject areas including spelling, writing, reading and math
23. Ability to use computers and related software
24. Ability to maintain emotional control under stress
25. Ability to perform basic clerical tasks including alphabetizing, filing, answering phones, etc.
26. Ability to apply and maintain standards of personal neatness and cleanliness
27. Ability to acquire satisfactory test results on post-inservice training assessments
28. Ability to stand, sit, lift, carry objects, for extended period of times
29. Demonstrates ability to adapt to quickly changing situations
30. Tolerance for students with special needs including behavioral outbursts, aggression, self-abuse, physical incontinence, multiple medical needs, physical limitations, etc.
31. Some tasks require visual perception and discrimination
32. Some tasks require auditory perception and discrimination

Physical Requirements and Work Environment

Physical requirements for this position include the ability to lift and carry objects weighing up to 50 pounds, the ability to push carts loaded with equipment, the ability to position or reposition students, the ability to push wheelchairs over all surfaces i.e. carpeted, tiled, outdoor pavement, the ability to work with children who are aggressive or self-abusive, the ability to run and/or chase children who have eloped, etc. While performing the duties of this job, the employee is regularly required to stand, walk, sit, stoop, kneel, bend, or crouch; use hands to manipulate tools, equipment, or controls; reach with hands and arms,
balance and lift. The employee is required to stand for extended periods of time. The employee is required to have visual and hearing acuity, language skills and mobility skills sufficient enough to perform duties outlined above. The employee is required to withstand a wide range of temperatures. The employee is required to handle multiple and complex directions quickly and accurately. The employee is required to stay focused and on task for extended periods of time.

Date ___________________________ Date ___________________________

Employee________________________ Supervisor __________________________

My signature indicates that I do not have any physical or other restrictions that would prevent me from performing any of the job duties above. ____________ (employee initials)