



**Job Title:** Secondary Life Skills (Severe) Team Leader

**Department:** Special Education

**Reports To:** Special Education Coordinator II

**FLSA Status:** Exempt

**Salary Schedule:** TT (up to TOSA Level 3)

## **SUMMARY**

The primary responsibility of the Secondary Life Skills (Severe) Team Leader is to ensure that all students with significant disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services, as specified in an Individualized Education Program (IEP), designed to meet the unique needs of the student and help prepare them for further education, employment, and independent living. Working under the direction of the Special Education Coordinator, the Team Leader will help support and facilitate the instruction and behavior needs of students with severe disabilities, including the use of recommended assistive technology/services.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Assists the Cone Site Coordinator(s) in evaluating and implementing the services provided to students with severe disabilities/autism in secondary settings.

Supports the secondary school IEP teams in problem-solving eligibility and IEP development for students with severe disabilities/autism.

Serves as a member of the Washington County School District UATT Team.

Assists the Cone Site Coordinator, that servers as the UATT Team Leader, with pre-referral screenings, follow-up sessions, and reports, supporting IEP teams and technical assistance in the area of assistive technology and services.

Works collaboratively with other district-wide, community, and USOE personnel to provide technical assistance and professional development to school teams in serving students with autism spectrum disorder.

Assists secondary school teams in determining appropriate curriculum, evidence-based interventions, and appropriate accommodations/modifications, including the use of assistive technology, for students with significant disabilities.

## **SUPERVISORY RESPONSIBILITIES**

This job has no direct supervisory responsibilities.

**KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS** *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 accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Must be highly motivated, learn tasks quickly, and able to work independently with minimal supervision.

Must have an aptitude for technology and an interest and willingness to learn assistive technology commonly used in a school setting. Experience with technology is preferred. Strong typing skills are required.

This job requires travel throughout the district and reliable transportation is needed.

Ability to work well with students with disabilities, teachers, and parents of students with disabilities.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board. Strong communication skills are required for report writing and communicating with students, teachers, and parents.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

#### **EDUCATION and/or EXPERIENCE**

Bachelor's degree from an accredited four-year college or university in the area of Communication Disorders or Special Education.

Must have experience in providing services to secondary age students with significant disabilities/autism. (Self-contained settings and school experience preferred)

#### **CERTIFICATES, LICENSES, REGISTRATIONS**

A current Level 2 Utah Teaching License.

A valid Utah Driver's License is required. Must pass the Utah State Employee Drivers Education written test (available online) annually.

**PHYSICAL DEMANDS** *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 accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must have the ability to interact with children while seated on the floor, in a chair, and while standing. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

The employee must have the ability to attach mounting systems to wheelchairs.

**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.*

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: <b>Director of Special Education</b>			Date: <b>01/09/2018</b>
Approved By: <b>Assistant Director, Human Resources</b>			Date: <b>01/09/2018</b>
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**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:**

*By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.*

Print Name:	Date:
Employee Signature:	