



Job Description

Created 2024

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| JOB TITLE: | Educational Special Services Director |
| HIRED BY: | Superintendent |
| REPORTS TO (title): | Superintendent |
| SUPERVISES: | ESS Teachers |
| DEPARTMENT NAME AND LEVEL: | Administration |
| EVALUATION SCHEDULE: | Annual written evaluation by Superintendent |
| JOB STATUS (full/part): | Full-Time |
| FLSA STATUS: | Exempt |

The primary role and responsibility is to oversee K-12 intervention teachers and to prayerfully help students learn attitudes, skills, and subject matter that will contribute to their development as mature, able, and responsible Christians to the praise and glory of God.

REQUIRED PROFESSIONAL QUALITIES

It is expected that the Educational Support Services Director will ...

- Hold a bachelor’s degree from an accredited postsecondary institution or be willing to participate in a program to complete such a degree within a specified time period.
- Hold a State of Oregon teaching certificate, or be willing to participate in a program to obtain state teaching credentials.
- Demonstrate a reasonable level of computer literacy, having a basic proficiency in doing word processing, creating and using a spreadsheet, e-mailing, and accessing the Internet.
- Possess evidence of other adequate preparation, background, or experience as determined by the superintendent.

Administrative Leadership

- Further the school’s mission, vision, and core values through the entire scope of the Educational Support Services Program.
- Accomplish the goals and objectives assigned by the school administration and adhere to all school policies.
- Ensure that every area of the ESS program reflects a professional and Christian environment.
- Maintain a physical presence with the students by attending and, when possible, participating in school chapels, assemblies, and other school events.
- Participate in beginning-of-year staff orientation, staff devotionals, staff meetings, and other events as appropriate.
- Respect professional ethics that require confidentiality concerning the sharing of information about students, parents, or staff.
- Participate in continuous professional development through professional reading, college course work, in-service opportunities, clinics, and/or conferences.
- Manage ESS sub-budget and provide input for yearly budget review.

ESS Leadership

- Coordinate the intake of students into the ESS program, including scheduling, program placement, contracting, testing, reporting, and comprehensive communication with all stakeholders.
- Lead the administration of Individual Learning Plans, Medical 504 Plans, and any other ESS-related protocols, including faculty support, parent meetings, and ongoing plan maintenance.
- Schedule and direct all individual and group educational therapy as outlined in ESS contracts.
- Assist parents in seeking additional services beyond the scope of Salem Academy's on-site ESS program.
- In conjunction with principals, develop and deliver training for faculty on supporting ESS learning through accommodations and other classroom educational support.
- Collaborate with teachers on best practices for individual student support.
- Develop modified curriculum as needed in conjunction with principals and academic team.
- Supervise staff within the Educational Support Services Department, providing clear expectations, training, performance evaluation, and support.
- Create and maintain ESS manuals of operation and other documentation as appropriate.
- Kindergarten through 9th grade new student enrollment testing.
- Kindergarten through 11th grade Universal Screening (STAR assessments) for current students.
- Monthly ESS billing.

REQUIRED SPIRITUAL QUALITIES (all employees)

- Acknowledge Christ as Savior and seek to live life as His disciple.
- Believe and actively support Salem Academy's Statement of Faith.
- Demonstrate a desire for spiritual growth as evidenced by his or her prayer life, Bible study, and spiritual outreach to others.
- Be a Christian role model in attitude, speech, and actions toward others.
- Have a Christ-centered home and actively participate in a local bible believe church.
- "Work willingly at whatever you do, as though you are working for the Lord rather than for people." Colossians 3:23.
- Follow the Matthew 18 biblical principle in dealing with conflict with students, parents, staff and administration.

REQUIRED SPIRITUAL LEADERSHIP QUALITIES (for administration)

- Have a conviction that God has called her or him to Christian school administration.
- Provide spiritual leadership and guidance to faculty, staff, and students regularly on both a formal and informal basis.
- Build a Christ-centered program based on the total release of oneself to follow Christ's example.
- Engage in Christ's local and global mission of making disciples.

REQUIRED PERSONAL QUALITIES

- Sign and live by the school's lifestyle statement, found in the Employee Handbook, as a condition for employment and continued employment in this ministry.
- Compliance with Salem Academy's general standards of attendance is acceptable.

ESSENTIAL JOB FUNCTIONS – PHYSICAL, MENTAL, & ENVIRONMENTAL REQUIREMENTS

Physical Demands – the following represents the physical requirement that must be met by the individual to fully perform the essential functions of this job:

The physical effort typically applied in this job includes:

| | | | | | |
|----------|---------------|--|----------|--|-----------------|
| X | Lifting | | Pulling | | Shoveling |
| X | Carrying | | Pushing | | Stairs |
| X | Keying/typing | | Reaching | | Other (specify) |

The amount of effort typically applied and frequency of application:

| | |
|-----------|-----------------------------|
| Amount of | % of Time Effort is Applied |
|-----------|-----------------------------|

| Effort Applied | Less than 15% | 15 to 40 % | 40 to 70 % | More than 70 % |
|----------------------|---------------|------------|------------|----------------|
| Less than 1 lb. | | | | |
| Between 1 & 5 lbs. | X | | | |
| Between 5 & 25 lbs. | | | | |
| Between 25 & 60 lbs. | | | | |
| More than 60 lbs. | | | | |

The types of physical actions typically applied in this job:

| | % of Time Effort is Applied | | | |
|----------|-----------------------------|------------|------------|----------------|
| | Less than 15% | 15 to 40 % | 40 to 70 % | More than 70 % |
| Sitting | | X | | |
| Standing | | X | | |
| Walking | | X | | |
| Bending | | | | |
| Confined | | | | |

Mental/Visual Demands – the following represents the mental/visual requirement that must be met by the individual to fully perform the essential functions of this job:

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|---|--|
| | Occasional mental and/ or visual attention; the operation performed is either close to being automatic or the duties require attention only at long intervals |
| X | Frequent mental and/ or visual attention; the flow of work is intermittent with checking or inspection involved. |
| | Continuous mental and/ or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/ or defects. |
| | Concentrated mental and/ or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods. |
| | Intense and/ or exacting mental/ or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work. |

Working Environment – Individual is exposed to the following work conditions while performing the essential functions of this job:

| | Regularly | Occasionally |
|---|-----------|--------------|
| Indoors | X | |
| Outdoor weather conditions | | X |
| Moderate levels of sound | | X |
| Dust or airborne particles | | X |
| High levels of sound, which may require use of ear protection | | |
| Slippery surfaces | | |
| Hot, cold, wet, or humid conditions | | X |

Signatures and Dates

The following signatures are required to confirm the accuracy and completeness of the job description; that essential functions are aligned with Salem Academy goals and objectives; to validate that it is clear, concise, and supports compliance with legal considerations; and employee understanding of the job requirements.

NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

| Employee | Date | Next Level of Management | Date |
|----------|------|--------------------------|------|
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