



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

| | | | |
|------------------------|--|--------------|--------------------------|
| Job Title: | Special Service Professional (SSP) Lead | FLSA Status: | Exempt |
| Job Family: | Licensed | Pay Range: | T Salary Schedule |
| Prepared/Revised Date: | January 1, 2018 | Job Code: | 33560 |

SUMMARY: Responsible for consulting with building level administrators concerning the overall performance of SSPs. Provide information to SSPs and administrators regarding the professional practices in their area of expertise and leadership to the respective SSP group for meetings, trainings, hiring, and support.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

| DESCRIPTION OF JOB TASKS |
|---|
| 1. Provide: <ol style="list-style-type: none"> a. Coaching, support, and consultation to SSP staff members. b. Preparation, organization and leadership of SSP monthly staff meetings. c. Input to primary evaluator (site administrator) regarding performance of the SSPs at their site. d. Professional development for the respective SSP group. |
| 2. Observe and record the skills, practice, areas for improvement, and services provided by the SSPs and communicate observations to the primary evaluator (site administrator). |
| 3. Review records, 504 plans, assessments, etc. in the area of expertise to support best practice. |
| 4. Assist SSPs with techniques, strategies, and intervention methods to enhance instruction and motivate students to meet their IEP goals and objectives. |
| 5. Collaborate: <ol style="list-style-type: none"> a. With teachers, support personnel, administrators, and colleagues to improve student outcomes. b. With colleagues in team and building-based meetings and discussions. |
| 6. Demonstrate a commitment to: <ol style="list-style-type: none"> a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence. |
| 7. Participate in: <ol style="list-style-type: none"> a. Multi-disciplinary diagnostic and placement teams. b. Director, department, team, building, and district meetings and discussions. c. Student and/or family conferences and other meetings. d. Social, cultural, interscholastic, and extracurricular activities. e. Professional growth opportunities. |
| 8. Attend work and arrive in a timely manner. |
| 9. Perform other duties as assigned. |

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree or higher in the SSP field required.
- More than five years of experience in the SSP field required.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado driver's license.



- Valid Colorado Special Services license with endorsement in the discipline area required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

| | POSITION TITLE | # of EMPLOYEES |
|------------------------|--|----------------|
| Direct reports: | This job has no direct supervisory responsibilities. | 0 |

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|--------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | | X | |
| Sit | | | X | |
| Use hands to finger, handle, or feel | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | X | | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |



| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | X | | | |
| Up to 50 pounds | X | | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | X | |
| Analyze | | | X | |
| Communicate | | | | X |
| Copy | | X | | |
| Coordinate | | | | X |
| Instruct | | | | X |
| Compute | | X | | |
| Synthesize | | X | | |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | X | | |
| Negotiate | X | | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | | X | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | |
| Depth perception | |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |



| NOISE LEVEL: | Exposure Level |
|---------------------|-----------------------|
| Very Loud | |