

**Sutherlin School District
Position Description**

Job Title: Dean of Students – Teacher on Special Assignment (TOSA)
Reports to: Building Administrator
Prepared Date: March 2020

Purpose: The Dean of Students under the direct supervision of the school principal provides general assistance to the principal in a variety of school administrative functions in the daily functions that are necessary to provide a safe and positive environment for students and staff, including, but not limited to student behavior management, and attendance.

Essential Duties and Responsibilities:

1. General Administration

- a. Assists the building principal in establishing a positive environment for achieving educational outcomes.
- b. Assists in the development and implementation of operational guidelines in the areas of building organization, student conduct, community involvement, security of the school facility, staffing issues and student transportation.
- c. Maintains building and occupant safety and security.

2. Student Relations and Responsibilities:

- a. Establishes and maintains a positive school climate for students.
- b. Advocates for equal educational opportunity for all students.
- c. Works closely with site based programs, student assistance programs, liaison programs and curricular programs.
- d. Assists in the reporting and monitoring of student attendance.
- e. Administers student discipline policies within district policy.
- f. Assists in supervision of programs as assigned.
- g. Assists with the development and implementation of student attendance procedures, monitoring, student management and conduct policies.
- h. Assists in restraint of students as needed, Dean of Students will be trained in Crisis Preventive Interaction (CPI).
- i. Works with Law Enforcement when necessary.

3. Teacher Relations:

- a. Assists teachers with planning effective strategies to address student attendance and behavioral issues in the classroom.
- b. Assist teachers in the maintenance of effective classroom management.
- c. Develop positive cooperative relationships with parents and staff to create a positive learning environment for students.

4. Instructional Planning:

- a. Assists with the development of educational programs for students in need of specialized programs.
- b. Coordinates planning sessions with families and school personnel in the development of specialized educational programs for students.

- c. Assists with mining and analyzing data for use in student programming and instructional planning.

5. Staff Development:

- a. Demonstrates commitment to ongoing professional development for all staff.
- b. Serves as a member of various building teams and acts as a liaison.
- c. Communicates information about student alternative educational programs and opportunities to staff, students and parents.
- d. Participates in in-service activities relating to student attendance, behavioral expectations, mainstream and special education programming.

6. Supervision:

- a. Assists with the supervision of the school building during the school day and during events outside of school as assigned.

This list of essential functions is not exhaustive, and may be supplemented as necessary by the Superintendent.

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee is confined to a work area; required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and lift in order to assist a student with personal care.

The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges.

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.

Skills, Knowledge and/or Abilities Required:

Skills to communicate positively and effectively to students, parents and staff; and appropriately intervene in emergency or potentially critical situations, use English in both written and verbal form, communicate effectively with persons of varied educational and cultural backgrounds, document accurately.

Knowledge of policies and practices of the school with regard to truancy and discipline. Working knowledge of the computer.

Abilities to work in a positive manner with people who are in an adversarial situation.

EDUCATION and/or EXPERIENCE

- Master's degree (M.A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience. Education consistent with the requirements of the State of Oregon for licensure as an elementary or secondary classroom teacher.

LANGUAGE SKILLS

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

COMPUTER SKILLS

This position requires the employee to be able to use the following computer programs:

Database Software	Microsoft Access, and Student Information Systems
E-mail	Outlook Express and GroupWise
Internet Software	Firefox, Internet Explorer, Google
Spreadsheets	Microsoft Excel, Google Docs
Word Processing	Microsoft Word, Google Docs

PHYSICAL DEMANDS

Sitting:	At desk
Uses Hands:	Computer work
Talk and Hear:	Office communications
Lifting:	Up to 50 lbs. May restrain students from harming themselves or others.
Running/Walking:	May need to run after student.
Vision:	Close vision (clear vision at 20 inches or less) Distance vision (clear vision at 20 feet or more) Color vision (ability to identify and distinguish colors) Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point) Ability to adjust focus (ability to adjust eye to bring an object into sharp focus)

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Noise:	Moderate, normal noise levels associated with office work (office machines, conversation, etc.)
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CONTACT WITH OTHERS

Contact Time

Students:	Time spent in buildings leading to contact with students in classrooms and common areas.	50%
Parents:	School functions and activities, conferences and scheduled appointments, phone calls, site council activities, and daily flow of patrons through district office.	5%
School Board Members:	Board meetings, scheduled appointments, casual office contact, and in collaboration with superintendent.	3%
Other members of the community:	Community organizations, business organizations/leaders, city and county agencies, and county committees.	2%
Teachers/staff:	Telephone, e-mail, fax communications, individual appointments, committee work, building visits, inservice training, professional development activities, and technical assistance.	40%

CERTIFICATES, LICENSES, REGISTRATIONS

1. Oregon Teaching License.

Board approved: