JOB TITLE: ACES ASSISTANT SITE COORDINATOR
AFTER-SCHOOL PROGRAMS DEPARTMENT

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of child care, child development, and clerical tasks for the After-School Care Enrichment Services (ACES) program at the assigned school. Work involves assisting the ACES Site Coordinator in planning and providing a daily program of developmentally-appropriate, academically-oriented, nurturing and enriching experiences for school-age children. Work involves assisting with the fiscal management, administrative, and parent communication functions of the program. Employee is also responsible for implementing activities as planned, supervising students during activities, engaging in activities with the children, and acting as a role model participant. Reports to an ACES Site Coordinator.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Is primarily responsible for assisting the ACES Site Coordinator in ensuring the ACES program at the assigned school provides quality care that expands children's experiences, extends their learning, and provides warm and caring support.

Assists ACES Site Coordinator in planning, developing, and providing program activities, helps coordinate the daily set-up and close-down of program to ensure children have access to a variety of developmentally-appropriate program resources, interest centers, and activities.

Implements activities as planned, leads, assists, and acts as a role-model participant in both active and sedentary indoor and outdoor lessons, games and activities; supervises students during activities.

Assists with fiscal responsibilities associated with the program including collecting and processing tuition payments, and issuing payment receipts and delinquent payment notices, using various computer driven word processing and spreadsheet programs.

Assists in preparing and maintaining student, staff, business management, and programming reports, records, and other documents as required by or appropriate to the program's administration.

Performs or assists with various administrative functions of the program such as: composing, copying, and distributing monthly newsletters; planning and preparing activity schedules; taking daily attendance; duplicating materials; receiving and recording money and permission forms for field trips, etc.

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Verifies snack/meal availability and completes or reviews snack/meal rosters.

Uses positive reinforcement and developmentally-appropriate guidance techniques and consequences to encourage appropriate behavior, confers with administrators and parents to resolve behavior issues.

Adheres to district policies and North Carolina Division of Child Development regulations, and carries out procedures established by the district, ACES program, and the school.

Communicates with parents about children's daily activities; participates in parent conferences as needed; and notifies classroom teachers of children's needs.

Helps orient staff and provides on-site training, and helps nurture creativity and professional growth in staff.

Helps facilitate the work of substitutes to cover staff absences, serves as substitute site coordinator during coordinator's absence.

Maintains current certifications in CPR and First Aid; administers basic first aid and medications, and contacts parents or emergency services in case of a child's illness or injury.

Assists in maintaining a clean and orderly environment for the program.

Receives incoming telephone calls, emails, and written correspondence and provides information regarding program operations, procedures, and regulations, or routes to appropriate personnel.

Attends workshops, classes, seminars, conferences, lectures, etc. to meet district professional development requirements and reviews school-age care resources and professional journals as appropriate, to enhance and maintain knowledge of trends and developments in after-school care.

ADDITIONAL JOB FUNCTIONS

May serve as a group leader substitute or assistant group leader to meet staff to child ratios.

May ride on activity bus or commercial motor coach.

Attends school functions, serves on school committees, and attends school-sponsored training related to the after-school program, as assigned by school or district administrators.

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Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Graduation from high school; with some prior bookkeeping, clerical, and child care experience and college coursework in child development, education, family studies, psychology, recreation, leisure services, social work, or a related field preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENT: Must complete Playground Safety class and Basic School Age Care (BSAC) class within 90 days of employment.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, laminators, projectors, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form; to deal with problems involving several concrete variables in or from standardized situations.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

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Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract and to multiply and divide.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of the ACES program and its underlying principles, goals, and objectives.

General knowledge of activities performed by the Site Coordinator and the daily activities associated with the ACES program.

General knowledge of the policies and procedures established by the school and the ACES program.

General knowledge of the principles and practices associated with early childhood development and education.

General knowledge of NC-DCD child care regulations and quality indicators which apply to licensed school-age programs operated by a public school district.

General knowledge of the principles and practices associated with organization,

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administration, **and supervision.**

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of procedures to follow in the event of an emergency.

Working knowledge of accepted bookkeeping principles and practices.

Ability to transcribe information and to prepare standardized forms, letters and reports from that information.

Ability to operate common office machines.

Ability to sort and distribute documents.

Ability to maintain complete and accurate records and to develop simple reports from those records.

Ability to type accurately at a moderate rate of speed.

Ability to maintain a clean and orderly environment.

Ability to understand and follow oral and written instructions.

Ability to effectively express ideas orally and in writing.

Ability to build rapport with and to provide warm and caring support to students.

Ability to constantly monitor the safety and well-being of students.

Ability to maintain order and discipline in a classroom.

Ability to perform general clerical duties.

Ability to maintain basic files and records.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.

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