GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR - AFTER-SCHOOL PROGRAMS
INFORMATION AND STUDENT SUPPORT DIVISION
AFTER-SCHOOL PROGRAMS DEPARTMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks guiding the development and implementation of the After-School Care Enrichment Services (ACES) Program in the district's elementary schools. Employee is responsible for providing leadership to enable the district's ACES programs to meet district and North Carolina Division of Child Development (NC-DCD) required standards. Work involves training, assisting and advising ACES directors and school principals, designing and implementing procedures and systems, compiling, reviewing and analyzing various program data, and preparing and presenting program reports. Employee monitors the overall effectiveness of the program, takes appropriate steps to ensure established policies and procedures are followed, and promotes program improvements. Employee supervises an administrative and clerical staff. Employee reports to the Executive Director of Student Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides effective leadership in the development, implementation and evaluation of a system-wide ACES program in which each school's ACES program meets district and North Carolina Division of Child Development (NC-DCD) required standards.

Establishes department goals that support Student Services priorities, chooses strategies to meet goals, and identifies methods to measure progress.

Provides leadership and assistance to ACES directors and principals in various areas of the ACES program, resolving problems as non-routine situations arise.

Supports ACES directors in the day-to-day operation of the school ACES program.

In consultation with the Guilford County Schools Finance Department, develops district ACES budget and spending plan, recommends tuition rates, distributes ACES budget information to ACES directors and principals, and provides leadership to ACES directors and principals regarding ACES fiscal and budgetary matters.

In consultation with the Guilford County Schools Purchasing Department and appropriate departments or agencies, provides leadership to ACES directors and principals regarding purchasing supplies, materials and services for the ACES program.

Gathers information regarding services provided by ACES programs, observes ACES activities and facilities, and identifies resources to help programs provide age-appropriate instructional and recreational activities in an appropriate environment.

Oversees professional development opportunities for ACES staff with a focus on health and safety, improving the quality of service provided to students and parents, and completing job responsibilities correctly and on time. Also serves as a workshop presenter.

Compiles, reviews and analyzes various program data, and develops program procedures, documents and reports. Maintains program records and reports in accordance with local, state and federal policies.

Designs and implements procedures and systems to collect and/or review individual school's program data and documents, and advises ACES directors and principals of discrepancies and steps toward resolution of such discrepancies.

Evaluates ACES programs, submits recommendations for improvements to the Executive Director for Student Services, and implements approved program changes.

Works with agencies that have jurisdiction over licensed school-age child care programs such as NC-DCD and the Guilford County Environmental Health Department and coordinates efforts to meet agency regulations.

Serves as liaison between department and district and community contacts.

Develops and maintains ISO 9001 documentation for selected ACES activities.

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

Attends seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments in after-school care; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with professionals to facilitate exchange of information.

ADDITIONAL JOB FUNCTIONS

Works cooperatively with district staff in various departments.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Child Development, Education or related field and 6 to 9 years of experience in child care, teaching, or a related field, with program coordination and

supervisory experience, or any equivalent combination of training and experience, which provide the required knowledge, skills and abilities.

SPECIFIC REQUIREMENTS

Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERGORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

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 giving instructions, assignments to subordinates.

Language Ability: Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

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.

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

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 automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment, 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 emergency situations.

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

Considerable knowledge of the County and School Board policies, procedures and standards regarding the delivery of educational and recreational services to students.

Considerable knowledge of school finance and general accounting practices and school system policies and procedures concerning fiscal operations.

Considerable knowledge of the organization and communication channels of the school system.

Considerable knowledge of the ACES Program's underlying principles, goals and objectives.

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

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students in a licensed child-care environment.

Considerable knowledge of the principles of supervision, organization and administration, especially as they apply to a central office administrator working with site-based staff.

Considerable knowledge of the current legislation, literature, trends, and developments in the area of early childhood development.

Considerable 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 federal and state statutes and regulations regarding the receipt of federal funds by a local governmental agency.

General knowledge of the North Carolina Standard Course of Study.

Skill in counseling and developing staff.

Skill in oral and written communication.

Skill in providing consultative services to school staff.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from the information.

Ability to evaluate the effectiveness of existing and proposed programs and to make recommendations for improvement.

Ability to work and effectively communicate with diverse groups and organizations both orally and in writing.

Ability to develop and conduct presentations.

Ability to use common office machines and popular computer-driven work processing, spreadsheet and file maintenance programs.

Ability to exercise considerable independent judgment and initiative in planning and directing activities and in applying standards to a variety of work situations.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

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

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.