GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR – COLLEGE TECH PREP AND CAREER AND TECHNICAL EDUCATION
COLLEGE TECH PREP AND CAREER AND TECHNICAL EDUCATION

GENERAL STATEMENT OF JOB

Under little or no direct supervision, performs highly responsible administrative, supervisory and professional administration work to carry out school system policies and procedures relating to College Tech Prep and Career and Technical Education programs and activities. Work involves supervising, planning, obtaining resources, approving expenditures, implementing and evaluating the Tech Prep Program and the Vocational Education Program. The Tech Prep Program operates in fourteen high schools and the Vocational Education Program operates in fourteen high schools, one technical center and seventeen middle schools. Reports to the Executive Director – Title I and Special Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Career and Technical Education Program

Researches and maintains current knowledge of local, state, and federal laws, policies, procedures and funding sources necessary to communicate pertinent information to principals and teachers in order to achieve curriculum objectives, changes, and improvements.

Maintains current knowledge of the Career and Technical Education Planning and Performance Management System for strategic planning, managing performance, and for accountability at the local, state, and federal level.

Plans improvements, implementations or eliminations to Career and Technical Education curriculum. Develops three-year plans, including strategies, performance measures and budgets, to implement changes.

Develops annual application and strategic plan to obtain federal/state funds to support Career and Technical Education teacher salaries, teacher training, instructional equipment, and staff development.

Directs total program expenditures to complete improvement plans and federal requirements.

Approves expenditures for equipment, supplies and staff development.

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Develops Career and Technical Education teacher allotments for GCS Human Resources.

Develops renovation plans with facility staff to improve/implement Career and Technical Education curriculum.

Directs Career and Technical Education EOC testing program (VoCATS) for 109 courses to determine student performance and meet annual state accountability benchmarks. Directs annual data collection (test scores, enrollment, special population status post-secondary status etc.). Analyzes test data, determines performance achievement and alters strategic plans accordingly.

Obtains funds, approves staff development, and plans technical staff development for teachers.

Selects and orders very diverse instructional equipment for 109 Career and Technical Education courses.

Interviews applicants for Career and Technical Education teaching and support staff to determine if they have technical credentials to teach curriculum and meet state teacher licensure requirements.

Directs the support services program for special population students.

College Tech Prep Program

Plans College Tech Prep courses of study with curriculum specialists, local business representatives, principals, and community college staff to develop, improve, implement and fund new College Tech Prep courses of study required to meet State Board graduation requirements

Responsible for staff development and evaluations.

Represents the superintendent in College Tech Prep planning meetings with local-and state business representatives.

Develops College Tech Prep four year strategic plans, budget requests, and Federal/State grant applications.

Implements the HSTW integrated curriculum and assessment components of the College Tech Prep program with the high schools.

Obtains financial and equipment donations from local industry. Purchases state-of-the-art equipment.

Approves expenditures for equipment, supplies and staff development.

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Directs the collection of multiple data sources to analyze the success of the College Tech Prep program.

Conducts presentations, prepares performance reports and news releases for the College Tech Prep program.

Obtains funding and directs the development of College Tech Prep Career guidance materials (web pages, videos, DVD, brochures) for students, parents, counselors.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

Directs the implementation of integrated curriculum and VoCATS components of the Instructional Management Systems.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in education, Career and Technical Education, counseling or a related field, Career and Technical Education Director certification and 5 years of experience in; or any equivalent combination of training and experience which provides the required knowledge, skills, experience and abilities. Ten to Fifteen years of experience preferred.

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SPECIAL REQUIREMENTS

Must be a certified N.C. Vocational Director.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, scanners, modems, cable testers, etc. Must be able to exert up to 50 pound of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. 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 giving instructions, assignments and/or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, invoices, software documentation, periodicals, lists, etc. Requires the ability to prepare correspondence, reports, forms, purchase requisitions, user instructions, etc., using prescribed format.

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 a variety of technical or professional languages including accounting and computer terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; perform calculations involving variables, formulas, square roots and polynomials and to apply the theories of algebra and statistics.

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 performing data entry.

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

Thorough knowledge of the school system's long-range College Tech Prep and Career and Technical Education, development methodology and development standards.

Thorough knowledge of federal, state and local policies and procedures regarding Career and Technical Education funding, accountability and curriculum.

Considerable knowledge of the appropriate uses of technology for instruction and the requirements of the NC College Tech Prep courses of study and Career and Technical Education skill curriculum.

General knowledge of common software applications.

Considerable knowledge of the current literature, trends, and developments in the field.

Considerable knowledge of the principles of supervision, organization, and administration.

Ability to plan, direct, and coordinate the work of subordinates.

Ability to develop long term goals and objectives.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to schedule and monitor development projects.

Ability to effectively express ideas orally and in writing.

Ability to develop and administer budgets.
Skill in writing effective correspondence, speeches and other documents representing the District.

Skill in the operation of common office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to provide leadership and to supervise the planning, development and establishment of new, modified and/or improved programs, services and activities.

Ability to analyze and interpret policy and procedural guidelines, and to formulate, develop and present recommendations to resolve problems and questions.

Ability to organize work flow and coordinate activities.

Ability to research program documents and narrative materials, and to compile reports from information gathered.

Ability to maintain complex schedules, records and files.

Ability to make administrative decisions in accordance with laws, ordinances, regulations and school system policies and procedures.

Ability to plan and coordinate group activities and special events.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with school officials and 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 this 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.