GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR- TITLE I
CURRICULUM AND ORGANIZATIONAL DEVELOPMENT DIVISION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in monitoring and administering the operation of the Tile I Program according to Federal and State guidelines. Employee is also responsible for providing the best possible opportunities for students attending Title I schools. Employee oversees the development of comprehensive program plans, implementation of planned programs, and monitoring of budgets in accordance with established federal, state, and local policies. Reports directly to the Executive Director of Federal and Special Programs.

SPECIFIC DUTIES AND RESPONSIBLITIES

ESSENTIAL JOB FUNCTIONS

Monitors the effectiveness of the Title I program in eligible schools ensuring adherence to federal, state, and local policies. Reviews school plans and budgets and visits schools to review documentation.

Responds to calls/inquires/emails about the Title I Program

Develops and implements instructional policies and programs; interprets educational policies and procedures for a variety of audiences.

Prepares grant application to receive Federal funds to implement the Title I Program; monitors grant expenditures, ensures programs are implements within Federal rules and regulations.

Monitors and keeps records of Title I funds allocated to the Local Educational Agency (LEA). Authorizes the purchase of materials, supplies, and equipment for the Title I schools.

Supervises a subordinate staff, provides staff with professional development opportunities; advises and consults staff, assisting with non-routine situations as they arise.

Makes presentations on Title I programs for parents, school staff and outside agencies as requested.

Maintains records of Title I program; creates summary reports for the program; prepares and submits required local, state and federal reports.

Conducts personnel administration duties for staff, including hiring, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Reads various publications and attends various area, district, state, and national professional meetings related to Title I to continuously upgrade professional knowledge.

Coordinates, implements, and supervises the Title I program activities as assigned by the Executive Director of Federal and Special Programs.

Supervises fiscal decisions for federal projects to prepare for budgets as assigned by the Executive Director of Federal and Special Programs.

Conducts administrative meetings for Title I with principals, teachers and other personnel.

Disseminates appropriate information regarding federal projects.

Serves as a team player and role model for other employees in the organization and demonstrates a commitment to continuous quality improvement and system wise goals.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters Degree in Education, Education Administration, or a related field and at least 5 to 7 years of experience as a teacher, with program coordination and supervisory experience, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 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 Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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 and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the theories of algebra/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 using automated office equipment.

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

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of 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

Considerable knowledge of the School Board policies, procedures and standards regarding education.

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.

Considerable knowledge of the current literature, trends, and developments in the Title I arena.

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

General knowledge of the grant application and administration process.

Skill in counseling and developing staff.

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

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

Ability to develop and implement instructional policies and programs.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to develop long range plans and annual budgets.

Ability to effectively express ideas orally and in writing.

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.