

**GUILFORD COUNTY SCHOOLS**

**JOB TITLE: CAREER DEVELOPMENT COORDINATOR**

**CAREER TECHNICAL EDUCATION**

**GENERAL STATEMENT OF JOB**

The Career Development Coordinators (CDC) role is to support Career and Technical Education (CTE) and to coordinate career development services for students participating in CTE. The CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment. The CDC responsibilities incorporate the North Carolina Standard Course of Study, National Career Development Guidelines, the National Model for School Counseling Programs and Future-Ready Students For the 21<sup>st</sup> Century.

**SPECIFIC DUTIES AND RESPONSIBILITIES**

Coordinate career development services.

Promote career awareness, exploration, and planning.

Provide career development, occupational, labor market, non-traditional career, and post secondary information.

Assists students with selection of appropriate academic and CTE courses.

Coordinate career planning activities in classrooms, groups, or individual sessions.

Provide and coordinate administration and interpretation of career assessments.

Provide information on postsecondary education programs and employment opportunities.

Assist students with postsecondary education and employment opportunities.

Facilitate work-based learning opportunities.

Provide and coordinate activities for students to develop employability skills.

Promote the integration of career research and work-based learning opportunities into CTE and academic courses.

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Promote the use of technology for career planning and research.

Facilitate business, education, and community partnerships that provide opportunities for students and support CTE.

Serve as a liaison with the business, industry, education, and military community.

Publicize partnership resources.

Participate in professional development activities at the local, regional, state, and national levels.

Engage in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.

Coordinate with CDC, guidance, CTE teachers, and CTSO's to promote recruitment, enrollment, and placement activities for prospective and current students in CTE.

Provide information about CTE opportunities to prospective and current CTE students and their parents.

Assist with district-wide event planning.

Treats all students in a fair and equitable manner.

Interacts effectively with students, co-workers, parents and the community.

Participates in, upon request, lea communities designed to plan for various aspects of the total career and technical education program.

Adheres to establish laws, policies, rules and regulations.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Minimum of a bachelor's degree and licensed as a CDC by the NC Dept. of Public Instruction **or** a bachelor's degree and a clear license in any area of CTE and the ability to obtain the CDC certification.

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### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, etc. Must be able to exert up to 20 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, 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 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 or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, statements, 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; and to 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 formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics and statistical inference.

**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 items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

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**Color Discrimination:** Does not require 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**

Thorough knowledge of federal, state and local policies and procedures regarding CTE instruction.

Considerable knowledge of School Board policies, procedures and standards.

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 field of education career development.

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

Ability to assess the effectiveness of programs and activities.

Ability to interpret policies and procedures.

Ability to develop long-range plans.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitated by work assignments including students, parents, school personnel and members of the business community.

### **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.