

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR – SATURN

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks to provide leadership and coordination of Saturn and Twilight Programs. Employee is responsible for supporting and coordinating the efforts of the Director of the Saturn Program, Graduation Coaches and central office curriculum and instructional personnel. Employee is also responsible for planning and implementing staff development related to standards and assessments.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Initiates and oversees the operation of Saturn and Twilight programs throughout the Guilford County Schools System.

Works towards developing an improved understanding of children's educational needs on the part of teachers, administrators, and parents.

Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

Stays abreast of current educational developments and literature, participates in the affairs of state and national professional societies.

Assists in developing strategic plans for improving student achievement.

Proposes budgetary needs for implementation of instructional programs.

Maintains various records and statistics regarding student enrollment, student test scores, staff organization, etc.; monitors various trends, analyzes community attitudes about and involvement in schools; creates annual reports to fulfill state and local requirements.

Maintains open communication with all levels of the school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other Directors to exchange ideas, share information and develop plans.

Serves as a member of the district-wide planning team.

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ADDITIONAL JOB FUNCTIONS

Maintains various records and statistics; creates annual reports to fulfill state and local requirements.

Monitors budget expenditures.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education and/or Education Administration with a Doctoral degree preferred, and 6 to 9 years of experience as a school principal or other educational administrative capacity; or any equivalent combination of training and experience which provides the required knowledge, skill and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. 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 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, articles, manuals, etc. Requires the ability to prepare correspondence, reports, forms, meeting minutes, speeches, 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.

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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 understand and 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 automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. 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 cognitive, affective, social and physical development of school children.

Knowledge of the County and School Board policies, procedures and standards regarding education.

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

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 principles of supervision, organization and administration.

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Considerable knowledge of the North Carolina Standard Course of Study.

Skill in assisting, developing and supporting staff.

Ability to review and evaluate the overall effectiveness of large programs.

Ability to set goals and long range plans for large programs.

Ability to develop and administer system-wide budgets, policies and programs.

Ability to develop policies, procedures and standards for services offered.

Ability to accurately interpret state and federal regulations and school policies.

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 that information.

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 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.