

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR OF SECONDARY CURRICULUM AND INSTRUCTION – GRADES 6 - 12

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks to provide leadership and coordination of curricular and instructional programs across all organizational levels. Employee is responsible for supporting and coordinating the efforts of principals as well as central office curriculum and instructional personnel. Work involves coordinating English, Language Arts 6-12, Mathematics 6-12, Science 6-12, Social Studies 6-12, and School Improvement Plans. Employee is also responsible for planning and implementing staff development related to standards and assessments. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervises district-wide curriculum coaches, teachers on special assignment, coordinators and administrators.

Initiates and oversees curricular and instructional programs designed to improve instruction and student achievement in middle and high school.

Coordinates and integrates the 6-12 curriculum and instruction programs with Instructional Improvement Officers, Principals, and Curriculum Facilitators.

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

Designs monthly Curriculum Facilitator professional development opportunities that align with District Mission and Goals.

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 societies.

Assists in developing strategic plans for improving student achievement.

Proposes budgetary needs for school-wide, level-wide, and/or district-wide 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.

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Directs and coordinates the work of Director of Instructional Technology and the Instructional Technology Department (including Media Services, Virtual Learning, and Technology trainers.

Leads the process of creating and revising curriculum guides that are inclusive of pacing, scope, and sequence, instructional strategies, sample assessment items, aligned resources, and linkage to SCOS.

Previews, reviews, and evaluates instructional strategies and curricular programs to determine product or strategy selection and implementation.

Assists in the development of school improvement plans; assists principals with school-based staff development plans.

Assists school staff with community relations and parent involvement issues; coordinates with various community agencies to meet the needs of students; provides information to the local media when appropriate as related to curriculum and instruction.

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.

Oversees the department of Career and Technical Education which serves all middle and high schools.

Serves as a member for the district-wide planning teams.

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, curriculum and instruction preferred and/or Education Administration with a Doctoral degree preferred, and 6 to 9 years of experience in an educational administrative capacity; 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

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Physical Requirements: Must be physically able to operate a variety of equipment including computers, 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 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, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, policies, 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 a variety of technical or professional languages including medical, legal and counseling terminology.

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, statistical inference and statistical theory.

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.

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

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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

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.

General knowledge of the North Carolina Standard Course of Study.

Skill in counseling and developing staff.

Ability to assess the needs of students.

Ability to plan, develop, implement and evaluate large programs.

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

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

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.

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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.