

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: EXECUTIVE DIRECTOR - STUDENT SERVICES AND CHARACTER DEVELOPMENT**

#### **GENERAL STATEMENT OF JOB**

Under little or no direct supervision, performs a variety of supervisory and administrative tasks in developing and implementing a vision that encompasses a comprehensive student services plan. This includes the supervision, direction, and evaluation of personnel and programs in After School Care Enrichment Services (ACES), Character Development and other Student Services initiatives. Employee monitors the overall effectiveness of the programs and coordinates with other divisions, outside agencies and other school systems to bring new ideas to the programs. Employee is responsible for the Student Services federal, state, and local grants. Employee coordinates the efforts of federal, state, local agencies, parents and other Executive Directors to ensure all programs are implemented under the federal, state, and local regulations. Employee has primary liaison responsibilities to community and university partners. Employee also works on various special projects as assigned by the Superintendent, Chief Academic Officer and the Chief Student Services Officer. Reports to the appropriate supervisor.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Serves as leader in student support services; directly supervises designated Directors and Supervisors in the student support services area; sets goals for the division and assists with planning programs; assists directors of student support services programs with decision making and problem solving; monitors progress of the programs; supervises the ACES, Character Development and Athletics, Activities and Driver Education departments and Harassment, Bullying and Discrimination Intervention/Prevention Initiative.

Conducts observations of various programs; attends special school functions; provides feedback to Directors and makes suggestions as needed.

Assumes a leadership role in the Student Services department; assists with long range strategic planning; assists with developing system-wide budgets, plans, policies and activities; performs various duties as assigned by Superintendent, Chief Academic Officer and the Chief Student Services Officer.

Conducts and/or attends meetings with other executive directors, directors and with outside agencies and advocacy groups; makes written and oral presentations of programs; coordinates efforts with other divisions and with agencies.

## EXECUTIVE DIRECTOR – STUDENT SUPPORT AND CHARACTER DEVELOPMENT

Responsible for After Care Enrichment Services, Character Development, Athletics, Activities and Driver Education.

Develops the budget for assigned departments; oversees expenditures.

Publicly responds to concerns of the community regarding student service and serves as liaison for the district.

Establishes effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents.

Supervises and performs personnel administration duties including hiring and firing, evaluating, assigning special duties, training, monitoring attendance and travel reports, and granting leave for staff members.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in education, Student Services certification, or a related field and 10 to 15 years of progressively responsible, professional experience in educational administration, with School Principal experience preferred. Doctoral degree in Education with specialization in an area related to Student Personnel Services preferred; 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 equipment including computers, copiers, overhead projectors, 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, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, 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 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 student services available through outside public and private agencies.

Thorough knowledge of federal, state and local regulations regarding student services.

EXECUTIVE DIRECTOR – STUDENT SUPPORT AND CHARACTER DEVELOPMENT

Considerable 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 current literature, trends, methods and developments in the area of student services.

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

Considerable knowledge of appropriate procedures for emergency situations in school.

Skill in assisting, developing and supporting staff.

Skill in collecting new ideas for student support services from outside sources.

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.