

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I – ACES PROGRAM STUDENT SERVICES DIVISION AFTER-SCHOOL PROGRAMS DEPARTMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs supervisory, administrative and instructional work to develop, implement, support and monitor quality programming in the district's After-School Care Enrichment Services (ACES) Program. Work involves developing and coordinating after-school programming that enhances students' success in school and life, supports the district's Strategic Plan, and aligns with NC Division of Child Development and Early Education (DCDEE) standards and best practices for school-age care. Work also involves facilitating professional development for program staff, establishing accountability measures, collaborating with district, community and State agency education and child care personnel, and reviewing and analyzing program data and preparing program reports. Employee regularly visits schools to monitor compliance with district ACES programming expectations, and to provide support, coaching, guidance, evaluation and feedback to ACES site coordinators and staff regarding program strengths and areas for improving. Employee reports to the Director of After-school Programs.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

In accordance with Guilford County Schools guidelines, provides leadership in the development, implementation and evaluation of a comprehensive after-school program that expands children's experiences, extends their learning, and provides warm and caring support.

Collaborates with district, community and State agency personnel to develop and implement after-school programming that supports the district's personalized learning, character development, service learning and safety goals and that helps children develop curiosity, creativity and character.

Coordinates the development, communication and implementation of programming expectations, procedures, guides, strategies and tools.

Provides support and technical assistance to ACES site coordinators and staff to encourage and sustain best practices in after-school programming, and helps resolve problems as non-routine situations arise.

COORDINATOR I – ACES PROGRAM

Develops, identifies, and coordinates professional development opportunities for ACES staff and provides coaching, guidance and training to enhance the delivery of the program curriculum, to strengthen the use of program resources, to ensure a safe, secure, nurturing and aesthetically pleasing environment, to effectively communicate with parents and school staff, and to improve the quality of service provided to students and parents. Also serves as a workshop presenter.

Visits schools to observe ACES programs, communicate district and departmental vision and expectations and to monitor the staff's progress in providing the expected ACES programming; submits oral or written reports of findings and recommended steps for enhancing programs to the Director of After-School Programs, the ACES site coordinator, and others, as directed.

Designs and implements procedures and systems to collect and/or review individual school's ACES program data and documents; compiles, reviews and analyzes various program data, prepares reports, and advises Director of After-School Programs and others, as directed, of discrepancies between practices and programming expectations and steps toward resolution of such discrepancies.

Oversees activities to prepare for and obtain DCDEE child care licenses and School Age Care Environment Rating Scale (SACERS) assessments and provides guidance in how programs can continually comply with agency regulations, fulfill district expectations, and align with best practices for school-age care.

Makes recommendations for program improvements to the Director of After-School Programs, and implements approved program changes.

Receives incoming telephone calls, emails and written correspondence and provides information regarding program operations, procedures, and regulations, or routes to appropriate personnel.

Attends seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments in after-school care; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with professionals to facilitate exchange of information.

ADDITIONAL JOB FUNCTIONS

Works cooperatively with district staff in various departments.

Performs other related work as required.

COORDINATOR I – ACES PROGRAM

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree with a current teaching license issued by the NC Department of Public Instruction and at least five years of experience working with elementary school students in a school environment, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license and be available to work until 6:00 p.m.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, audio-visual equipment, copiers, etc. Must be able to exert up to 25 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 to 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 and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, 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 and to apply rational systems to solve practical problems and deal with a variety of abstract and concrete variables in situations where only limited standardization exists.

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 formula; to add and subtract; to multiply and divide, and to utilize percentages and decimals.

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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 and electronic devices.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment, electronic devices, etc. 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

Considerable knowledge of philosophies, goals and objectives of the K-12 education and associated programs and the principles and practices associated with early childhood development and education.

Considerable knowledge of the North Carolina Common Core State Standards.

Considerable knowledge of the ACES Program's underlying principles, goals and objectives.

Considerable knowledge of the current legislation, literature, trends, and developments in the area of enhancing students' success in school through after-school programs.

Considerable knowledge of the County and School Board policies, procedures and standards regarding the delivery of educational, enrichment, and recreational services to students.

Considerable knowledge of the principles of supervision, organization and administration, especially as they apply to a central office administrator working with site-based staff.

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students in a licensed child-care environment.

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General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of parent education and outreach practices and programs.

Skill in oral and written communication.

Skill in providing consultative services to school staff.

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

Ability to work and effectively communicate with diverse groups and organizations both orally and in writing.

Ability to develop and conduct presentations.

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

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

Ability to exercise considerable independent judgment and initiative in planning and directing activities and in applying standards to a variety of work situations.

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 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.