

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: MAGNET COORDINATOR

GENERAL STATEMENT OF JOB

The person performs a variety of tasks as a school-based professional development leader and articulates the vision of the respective magnet program. Assists teachers and administrators in the curriculum, instruction, assessment, and organizational goals of the magnet program and district by providing collaboration, consulting, and coaching services in an assigned school. Acts as a key member of the school's instructional leadership team and working directly with the principal provides overall professional development to teachers through demonstration lessons, model lessons, workshops, and during planning time for instruction with the direct goal/outcome being increasing student achievement. Reports directly to the school principal.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Collaborates with classroom teachers and counselors to implement the instructional theme(s) of the magnet program.

Serves as a member of the school's instructional leadership team and collaborates with other members of that team to provide a comprehensive approach to implementing curriculum, instruction, assessment and organizational goals of the school and district.

Provides presentations and workshops to small and large groups of teachers to accelerate the use of exemplary instructional practices and improve student achievement.

Reviews, recommends, and/or develops support materials to enhance learning and achievement.

Observes classroom instruction and offers feedback for improvement.

Monitors student success in classes using observations, benchmark tests, standardized test results, progress reports, attendance data, and discipline data.

Provides academic interventions to students who are struggling in classes by arranging tutors, monitoring tests, contacting parents/guardians, and participating in parent/guardian-teacher conferences.

Develops magnet theme(s) promotional materials and shares this information with faculty, student body, and local community through faculty meetings, websites, school brochures, magnet fairs, magnet showcases, and open houses.

Works closely with the Student Assignment Office on application process development and implementation.

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Completes all reports, memos, documentation and other necessary paperwork in a timely and professional manner.

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education or related area or field that will qualify for licensure as a teacher by the North Carolina Department of Public Instruction. Extensive and successful work and certification in thematic area of the respective magnet program. At least 3 to 5 years experience in classroom with evidence of exemplary practice in curriculum, instruction, and organization and/or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

Pay level is based upon the individual's licensed rate of pay on the teacher salary schedule based on 10 months of employment.

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, typewriters, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 20 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 assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, requisitions, publications, etc. Requires the ability to prepare correspondence, reports, forms, records, surveys, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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

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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 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 theories of algebra, 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. 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 federal and state statutes and regulations regarding provision of services to students with disabilities.

Considerable knowledge of the County and School Board policies, procedures and standards regarding exceptional children education.

Considerable knowledge of the principles and practices of testing and interpretation of test data.

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 the North Carolina Standard Course of Study.

Skill in oral and written communication.

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Skill in providing consultative services to school staff.

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

Ability to work and communicate with diverse groups and organizations.

Ability to exercise independent judgment in determining eligibility, type of services to be provided, and placement of students with disabilities in the least restrictive environment.

Ability to develop and conduct presentations.

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 the information.

Ability to effectively express ideas orally and in writing.

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.