

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR II – PARENT ACADEMY

GENERAL STATEMENT OF JOB

Under limited supervision, performs highly responsible leadership work to carry out school district mission and goals related to the Guilford Parent Academy and Community Relations, including parent/family outreach. Work involves planning parent/family programs and curriculum; developing partnerships to support the Academy; recruiting volunteers and host locations for Academy conferences and training sessions; developing and maintaining an online catalogue of course offerings; managing online and paper registration processes; marketing program offerings to diverse parents, families and community groups; recognizing parents/family members, partners and other stakeholders for their participation and involvement in the Academy. Reports to the Coordinator-Parent Academy & Partnerships.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Plans parent/family programs and curriculum, conferences, training sessions and events focused on improving knowledge, skills and abilities of parents and families.

Develops school, PTA, business and community partnerships to support Guilford Parent Academy.

Recruits volunteers and host locations for Academy conferences and training sessions; determines and manages program schedules and events;

Assists with developing and maintaining an online catalogue of course offerings;

Markets programs to GCS parents, families, PTAs, principals, social workers, community groups and other diverse stakeholders.

Develops and oversees online and paper registration processes program offerings to diverse parents, families and community groups.

Recognizes parents/family members, partners and other stakeholders for their participation and involvement in the Academy.

Assists with planning, developing and coordinating other district-level partnerships, including but not limited to Guilford Education Alliance, Guilford County Council of PTAs, Enrichment Fund, area chambers of commerce, business and community foundations and various public and private organizations.

PROGRAM ADMINISTRATOR II – PARENT ACADEMY

Plans, develops and coordinates district-level Academy, partnership and volunteer recruitment and recognition campaigns.

Assists with training modules for volunteer and partnership recruitment and retention for district level personnel, administrators and school-based volunteer coordinators.

Assists with planning and developing summit meetings for key community partners including but not limited to faith-based organizations, grassroots groups, parents, business leaders, and elected officials.

Assists regional superintendents and principals with funding for regional and schoolbased initiatives and events.

ADDITIONAL JOB FUNCTIONS

Serves as district spokesperson for Academy, partnership and volunteer information. Schedules and tracks speaking opportunities for the superintendent, cabinet members and regional superintendents.

Conducts Parent Academy research.

Evaluates the effectiveness of programs.

Develops and executes public relations and marketing plans.

Manages internal employee communications about Parent Academy.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education, social services, journalism, communications, marketing or a related field required, and 5 to 7 years of teaching and/or program coordination experience preferred; or any equivalent combination or 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, facsimile machines, audio-visual equipment, copiers, calculators, 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, billing statements, evaluations, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, 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 standard English.

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 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 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: May require 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 parent/family training, information and resources.

Considerable knowledge of adult education principles, and effective outreach and engagement of diverse groups and individuals.

Considerable knowledge of culturally relevant and sensitive parent/family curriculum and practices.

Considerable knowledge of community resources and community contacts.

Considerable knowledge of the principles of effective communications, marketing, public relations and community relations.

Considerable knowledge of relationship-building strategies and tactics, particularly with wide variety of stakeholders and opinion leaders, from grassroots organizations/individuals to elected officials and business/community leaders.

Considerable knowledge in supervising and coordinating large programs and events.

Ability to assess and improve ways in which the district, parents/families, businesses and the community interrelate.

Ability to set high-level goals and develop and execute long range plans effectively.

Ability to develop, implement and evaluate parent/family programming for diverse audiences, including workshops, classes, conferences.

Ability to build parent/community engagement in Academy programs and services.

Ability to select appropriate instructional materials and resources for online and broadcast use by parents/families.

Ability to develop, implement and evaluate Academy programs and services.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to use common office machines and popular computer-driven word processing, spreadsheet, database and file maintenance programs.

Ability to communicate effectively both orally and in writing.

Ability to establish and maintain effective working relationships.

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 this job.