

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM ADMINISTRATOR I – STRATEGIC PLANNING AND PARTNERSHIPS**

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

Under limited supervision provides complex technical support by assisting the Strategic Planning Officer in managing the work of the district's Strategic Plan Accountability Committee (SPAC) – the management process utilized by GCS to implement the goals of the district's Strategic Plan. The employee coordinates over forty project deployment teams to ensure they are meeting specific goals and targets and maintains a broad knowledge base of district and departmental activities, regulations and procedures. The employee also provides support for Guilford Parent Academy (GPA), including the maintenance of an online catalogue of courses and an electronic tracking tool of GPA events and participation numbers, registration, and customer service. Complex situations arise with some frequency requiring discretionary judgment and independent action. Some evening and week-end work required. Position serves as an administrative extension of the Strategic Planning Officer and reports to the same.

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

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

Serves as office manager for the Office of Strategic Planning and fields a high volume of Parent Academy phone calls, events and registrations/faxes.

Develops and maintains the presentation schedule for Strategic Plan deployment projects and Guilford Parent Academy

Develops and distributes weekly SPAC meeting agendas and minutes.

Develops and maintains SPAC website and presentation schedule for deployment projects.

Captures action and follow-up items in SPAC meetings, distribute to stakeholders and track progress.

Develops and maintains project databases through the use of current technology.

Stays abreast of current research related to project management and parent engagement in public education.

Serves as liaison to sponsors and project managers on behalf of the Strategic Planning Officer in order to track and measure project performance targets. Utilizes tracking tools to ensure all goals, strategies and objectives of the strategic plan are met on time, on budget and involve a multitude of critical stakeholders.

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Addresses issues and challenges as they arise, and assists in removing barriers inhibiting the progress of the deployment project teams.

Advises project managers about project management and teambuilding tools and strategies. Assists with oversight of K-12 Insight surveys and arranges periodic training for project manager and principals.

Provides support to Parent Academy by fielding parent and community phone calls, assisting with registration, and coordinating logistics for events....

Attends selected Parent Academy events, including evenings and week-ends.

Maintains an online Parent Academy catalogue of course offerings

Manages online and paper registration processes for program offerings to parents.

Maintains a database of district partnerships with community contacts, tracking data such as donations and involvement in district initiatives.

Assist with maintenance of database of volunteers and volunteer hours.

Conducts “Respectful and Responsive” professional development training for central office and school based staff.

### **ADDITIONAL JOB FUNCTIONS**

Performs other assignments and duties as determined by the Strategic Planning Officer and/or Chief of Staff.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree required and 3-5 years of progressively responsible experience in administrative work, including office/project management, finance, public contact, or education administration; or any equivalent combination of training.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines and equipment including computers, copiers, typewriters, facsimile machines, calculators, cameras, video cassette players, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

**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 instructions, assignments and/or directions to assistants or subordinates.

**Language Ability:** Requires the ability to read correspondence, reports, forms, invoices, news articles, charts, diagrams, etc. Requires the ability to prepare correspondence, reports, forms, news releases, requisitions, etc., using proper format. Requires the ability to talk to people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate efficiently and effectively in a variety of technical or professional languages including journalism terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; and to determine percentages and decimals.

**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.

**Manual Dexterity:** Requires the ability to handle a variety of 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 persons acting under stress.

**Physical Communication:** Requires the ability to talk and/or 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 issues and current events in the school system.

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Considerable knowledge of School Board policies.

Considerable knowledge of appropriate communication channels in the school system.

General knowledge of school system emergency policies and procedures.

Ability to use a variety of office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to establish and maintain moderately complex records and files, and to prepare reports from such data.

Ability to communicate effectively both orally and in writing.

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

Ability to establish and maintain effective working relationships with other employees and the general public.

**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.