

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SCHOOL SAFETY SPECIALIST

GENERAL STATEMENT OF JOB

Under general supervision, the School Safety Specialist provides complex technical and operational support for the school safety and emergency management program. The School Safety Specialist is responsible for providing training, conducting assessments, establishing plans and procedures, conducting drills, ensuring district compliance with established National Incident Management System and Continuity of Operations doctrine, as well as implementing technical security measures (CCTV, access control, etc.) to ensure safe and secure facilities for students, staff and visitors. This position provides direct support to district and school administrators in developing emergency operations plans and procedures for all hazards, assisting with investigations and ensuring appropriate response to incidents. The School Safety Specialist collaborates with local and state support agencies, including law enforcement, fire, emergency medical services and emergency management. This position reports to the Director of Security and School Safety.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assist district and school administrators in managing safety and security operations, as well as emergency situations.

Compile, analyze and report data pertaining to violence, vandalism, property loss, substance abuse and other safety concerns.

Provide investigative support of incidents to determine root cause and implement corrective action.

Collaborate to develop policies, procedures and practices pertaining to personnel and property protection.

Perform periodic inspections and risk assessments to ensure compliance with established policies and ensure operational efficiency and effectiveness of safety and security measures.

Collaborate with internal and external stakeholders to design and implement technical security measures.

Support and facilitate emergency preparedness training programs for all staff levels within the district.

Identify training needs and design courses, materials and plans to strengthen prevention, mitigation and response capabilities.

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Plan, organize and conduct routine emergency response drills and exercises to test district, school, and site level emergency response plans. Ensure Homeland Security Exercise and Evaluation Program (HSEEP) compliance with all drills and exercises.

Manage access to and maintain data on the North Carolina School Risk Management portal.

Maintain district, school, and site level emergency operations plans. Conduct annual review and approval of school emergency operations plans (Safe School Plans), facilitating necessary revisions with the appropriate stakeholders.

Respond to emergencies, providing support and coordinating internal and external resources necessary to ensure adequate recovery.

Lead or participate in diverse work groups, task forces and committees to conduct short and long-term projects to improve district emergency management processes and procedures.

Develop and maintain continuity plans for district and school operations.

Develop and maintain awareness materials on emergency threats to the safety and security of district students, staff and assets.

Provide data-driven recommendations to the Executive Director, Emergency Management, Safety & Security on equipment, resource and budget needs to enhance facility safety and security.

Work with the Executive Director, Emergency Management, Safety & Security to apply for available grant funding for safety and security related needs. Assist in administering grants obtained and maintain required metrics and reports.

ADDITIONAL JOB FUNCTIONS

Serve as a member of the District Emergency Preparedness and Safety Committees.

Performs other related duties as required or assigned by the Executive Director, Emergency Management, Safety and Security and Director of Security and School Safety.

MINIMUM TRAINING AND EXPERIENCE

Associate's degree in a technical discipline, such as information or engineering technology; or emergency management, security administration, public safety or mental health response related field, Bachelor's degree preferred.

Minimum 3 years' experience in safety, security and emergency management program administration with responsibility for developing and delivering training, security system design, data analysis, investigations, incident management, exercise design and development within HSEEP guidelines, performance improvement and corrective action implementation and familiarity with continuity of operations plan development.

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Completion of the following courses through FEMA or state/local agency:

IS 100, 200, 230.D, 362.A, 700.A, 800.B, 242.B, 366.A, 360

Completion of the following courses within one year of hire:

ICS 300, 400

G 775

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, 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. 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 receiving instructions, assignments, or directions from superior.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, 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 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 and professional languages including psychometric, statistical, and educational research 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.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

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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 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

Public, student and employee safety – Demonstrates significant knowledge of relevant policies, procedures, strategies, research and equipment/technology to promote school/district safety and security operations for the protection of people, data and property.

Familiarity with Crime Prevention through Environmental Design concepts.

Knowledge of the National Incident Management System, Continuity of Operations and related federal emergency management standards; ability to train, plan, implement and monitor school and district use of FEMA and US Department of Education guidelines regarding school safety and security, emergency/crisis prevention, intervention, management and response.

Complex problem-solving and critical thinking ability, including the ability to identify potential risks and benefits, reviewing data and related information, and collaborating with others in developing, implementing and evaluating potential options and solutions.

Service orientation – Proactively seek to provide service and solve problems within collaborative, team-oriented environment. Genuine desire to help others.

Child-centered orientation – Genuine desire to put the needs of children first, and demonstrated understanding of the developmental needs and concerns of children and young people, ages 3 – 22.

Public speaking, oral communications – Demonstrated ability to clearly and concisely communicate information to wide range of employees, parents, emergency responders and the public.

Confidentiality, trust and emotional intelligence – Ability to handle sensitive information and maintain privacy and confidentiality in keeping with legal mandates and school board policies; ability to build positive and trusting relationships with various levels of employees.

Demonstrates high levels of emotional intelligence. Knowledge of human behavior and performance; knowledge of organizational behavior/development and performance, and group behaviors.

Diversity – Understanding of and sensitivity to diverse cultures, races, ethnicities, genders, sexual orientations, abilities, and other aspects of working in a diverse, multi-cultural community.

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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.