

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: SPECIALIST I - CHARACTER EDUCATION & SERVICE LEARNING COACH**

#### **GENERAL DESCRIPTION OF JOB**

Under the supervision of the Director of Social Emotional Learning and Character Education, employee provides strategic character education and service learning supports to school staff, administrators, parents and students via professional development, consultation, monitoring, data collection, and program support. This is a 10-month position.

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

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

Provides training and assistance to school administrators, Character Education & Service-Learning teams and school personnel in developing, implementing and evaluating Character Education and Service-Learning.

Serves as the coordinating liaison between Service Learning stakeholders.

Promotes Service-Learning and Character Education through GCS news, social media, and special events.

Monitors and audits the Service-Learning program database as a formative tool to advance the program.

Provides training and assistance to students and school personnel related to documenting service-learning hours in the online hour tracking system.

Provides education and opportunities for parents and the community to learn more about character traits, civic education, and service-learning.

Provides district-wide training opportunities for all staff via monthly Teach & Learn sessions.

Provides education to school personnel on effective strategies for building viable Character Education and Service-Learning teams within the district.

Consults with community agencies regarding partnerships to build Character Education and Service-Learning in schools.

Maintains records and provides a monthly report of services provided.

Responds to Character Education and Service-Learning needs from schools, parents and the community.

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### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

School certification required in Teaching, Social Work, Counseling or other related field with at least five (5) years experience working with school staff and students in character development, substance abuse prevention, intervention and/or education.

### **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, overhead projectors, video cassette recorders, 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, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, 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 a variety of technical or professional languages including medical, legal and 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 principles of descriptive statistics, statistical inference and statistical theory.

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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 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:** Does not 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**

Thorough knowledge of federal, state and local policies and procedures regarding instruction.

Considerable knowledge of School Board policies, procedures and standards.

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

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

Ability to assess the effectiveness of programs and activities.

Ability to interpret policies and procedures.

Ability to develop long-range plans.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitated by work assignments including students, parents, school personnel and members of the business 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.