

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I – CTE SCHOOL TO WORK CAREER AND TECHNICAL EDUCATION

GENERAL STATEMENT OF JOB

Under limited supervision, provides system-wide support services to students, teachers and parents in continued implementation and expansion of the Guilford County Schools Work-based Learning Programs (job shadowing, apprenticeship, cooperative education, internship). Provides guidance and assistance to local business representatives who supervise students enrolled in Career and Technical Education Youth Apprenticeship to develop and refine apprenticeship placements. Develops materials to assist students, parents and employers in understanding the steps, responsibilities and timelines involved in participating in Work-based Learning experiences. Reports to the Director – Career and Technical Education.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides system-wide support to students, parents and school staff in the implementation and expansion of the CTE Youth Apprenticeship Program and other forms of Work-based Learning.

Provides guidance and assistance to local business representatives who supervise students enrolled in CTE Youth Apprenticeship to develop and refine apprenticeship placements.

Coordinates the selection and registration of students in Youth Apprenticeship related to their CTE Career Cluster program of study.

Recruits business sponsors and develops training plans for students enrolled in CTE Work-based Learning.

Maintains an open line of communication with supervisors, teachers and parents to monitor the on-the-job progress of all students participating in a Work-based Learning program.

Develops materials to assist students, parents and employers in understanding the steps, responsibilities and timelines involved in participating in Youth Apprenticeships and other forms of Work-based Learning.

Visits students on the job site to monitor work processes and facilitate student success.

Develops with students and industry sponsors, flexible hours for work-based learning opportunities to meet the needs of students and industry.

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Provides instruction for students participating in Work-based Learning program on maintaining accurate training records.

Assists Career Development Coordinators in the recruitment and placement of students in courses for cluster completion to prepare students for participation in Work-based Learning.

Gathers and maintains evaluative data and prepares reports on the status of the CTE Work-based Learning program.

Meets with community groups, businesses, school personnel, post-secondary institutions and others to promote the benefits of the CTE Work-based Learning program.

Attends student competitions as they relate to Work-based Learning opportunities.

Arranges field trips for potential WBL participants to businesses to provide students with information needed to make decisions regarding CTE Work-based Learning program.

Coordinates CTE Work-based Learning program student recruitment presentations by industry sponsors.

ADDITIONAL JOB FUNCTIONS

Serves as advisory committee member for articulation between high school and community college programs.

Conducts new teacher workshops for CTE teachers at the request of personnel department initial license program.

Assists with tours of CTE programs.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in a Career and Technical Education area and a minimum of five years of teaching, CTE Support Services, supervisory, or administrative experience within the preceding eight years - a minimum of two years must have been in Career and Technical Education programs. At least one year of documented work experience related to business, industry, or labor, or one year as a coordinator of work-based learning in a workforce development education program, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, facsimile machines, calculators, etc. Must be able to exert up to 40 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 and receiving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, applications, etc. Requires the ability to prepare correspondence, reports, forms, position papers, 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 descriptive statistics and statistical inference.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability 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: Does not require the ability to differentiate between colors and shades of color.

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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 Youth Apprenticeship.

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.

Extensive knowledge of the coordination of work-based learning and curriculum in all workforce development program areas.

Considerable knowledge of the current literature, trends, and developments in the field of Youth Apprenticeship.

Considerable knowledge of the principles of supervision, organization and administration.

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

Ability to manage multiple assignments and projects and transfer data into concise and meaningful reports.

Ability to develop and implement appropriate programs.

Ability to assess the effectiveness of programs and activities.

Ability to exercise considerable tact and courtesy in frequent contact with school officials, parents, and general public.

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.

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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.