

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SUPERVISOR I - DROPOUT PREVENTION/SOCIAL WORK

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in developing, implementing and monitoring effective Dropout Prevention and School Social Work Services Programs. Employee is responsible for work which involves coordinating various support programs in order to provide at-risk students with the opportunity to graduate. Employee leads in field specialist staff and district level programs in the area of Dropout Prevention and School Social Work. Employee is responsible for supervision of staff to promote the maximum development of all students by prevention and or alleviation of problems that interfere with the tasks of learning. Employee represents the district on various committees. Employee works closely with community groups, school personnel, and parent groups to enhance services offered. Employee performs special projects as needed and as requested by Supervisor. Reports to the Director of School Support Services and Drug Free Schools.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides leadership in the development, implementation, and evaluation of a comprehensive dropout program development; develops a strategic plan for system-wide dropout prevention and supervises the implementation of the plan; develops and implements programs that refer students to alternative programs; monitors and evaluates the overall effectiveness of the program and makes changes as necessary.

Plans and facilitates ongoing professional development opportunities for school social workers and dropout prevention designees.

Meets periodically with student groups to develop new ideas and obtain feedback on existing programs; meets with program personnel, other support services personnel and community agencies to improve programs and better meet the needs of students.

Coordinates with school, dropout prevention and school social work personnel to assure adherence to state laws and that local school board policies and school system guidelines are met.

Maintains records of all dropouts and creates an annual dropout and students-at-risk data report.

Provides consultation to School Social Workers/Administrators, school staff and individuals in the

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community or matters such as child abuse/neglect, attendance and social service issues.

Initiates special projects to support the dropout prevention programs.

Responds to concerns, inquiries and requests from schools, parents and the community regarding dropout prevention/school social workers.

Plans and/or provides staff development, conferences, and training to upgrade knowledge and skills of staff.

Conducts personnel administration duties for staff including hiring, assigning special duties, monitoring attendance, travel reports, and granting leave.

Reads various publications and attends various workshops, seminars, etc., to continuously upgrade professional knowledge.

Assists in the formulation of program guidelines in response to the NC Department of Education directives, state legislation, and school policies with regard to attendance and dropout prevention issues.

Provides leadership and support for student services initiatives.

Participates in internal decision-making activities and coordinates the field training of School Social Work Interns.

Collects and analyses departmental data relevant to supporting the effective use of school social work serves to better meet the needs of students, families and schools.

Assesses the needs of the community; plans and develops programs according to school system goals and service needs; assists staff in effectively implementing programs; monitors the overall effectiveness of programs; makes changes as necessary.

Promotes programs and services offered through presentations, workshops, literature, and the media to assist parent on programs.

Supervises and evaluates assigned staff.

Establishes and maintains cooperative relationships with school personnel, community and civic groups; provides consultation to schools.

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Monitors expenditures and ensures adherence to administrative procedures; plans and secures resources for programs.

Participates in various community organizations and activities that builds support of common community needs and meets mandates for representation.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Education Administration, Social Work or a related field, and 5 to 7 years of experience as a teacher, social worker or school support position with program coordination and supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must be certified by the North Carolina Department of Public Instruction as a school social worker, school counselor or teacher. Must possess a valid North Carolina driver's license.

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, 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

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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, evaluations, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, 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. 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.

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KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of federal, state and local requirements regarding Dropout Prevention programs and administration of social services.

Considerable knowledge of the County and School Board policies, procedures and standards regarding education.

Considerable knowledge of outside agencies offering support and assistance for students.

Consider knowledge of appropriate counseling strategies effective in emergency situations.

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.

Considerable knowledge of the current literature, trends, and developments in the field of Dropout Prevention and School Social Work programs.

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

General knowledge of the needs of students at risk of not getting their high school diploma.

Skill in determining the need for and type of social services for students in grades K-12.

Skill in counseling and developing staff.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

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

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

Ability to assess the effectiveness of programs and activities.

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Ability to interpret educational policies and procedures.

Ability to effectively express ideas orally and in writing.

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.