

Guilford County Schools Job Description

Job Title: SUPERVISOR I - Student Services Administrator

GENERAL STATEMENT OF JOB

The employee is responsible for assisting the Regional Superintendent and the Regional Executive Director in management of discipline concerns, monitoring and analyzing discipline data. Employee works directly with principal to create a positive, academic focused, safe and equitable learning environment. Employee supports school based administration in resolution of parent concerns regarding policy and procedures, and working with the regional administrative team to support the instructional mission and vision of each school. Employee will facilitate communication and collaboration among county departments as well as support the implementation of the strategic plan. Employee will support schools in their knowledge and implementation of strategies in adherence to the federal letter of guidance.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Organizational Leadership

Assist Regional Superintendent and Regional Executive Director in monitoring the operation of schools including mentoring and coaching school based administrations through school based issues.

Assists Regional Superintendent, Regional Executive Director, School Safety, and Executive Director of Character Education and Student Services plan and develop programs to be implemented across assigned schools; assists in implementation of district initiatives and Strategic Plan goals.

Assumes a regional leadership role in the student services department; to assist with planning, policies, and activities; performs various duties as assigned by Regional Superintendent, Executive Director, and Executive Director of Character Develop and Student Services.

Instructional Leadership

Work with principals to resolve school-based concerns and problems in striving for maximum student achievement.

Conducts routine on-site visits of assigned schools in the system; provides feedback, support and suggestions to principals, assistant principals, curriculum facilitators and teachers.

Supports the principals, assistant principals and curriculum facilitators to maintain and align K-12 instructional program that addresses state, local, and federal requirements to ensure academic achievement.

SUPERVISOR I – STUDENT SERVICES ADMINISTRATOR

Professional Development and Support Services

Participates and/or attends meetings with other regional superintendents, executive directors, directors and with outside agencies and advocacy groups.

Attends meetings and participates in GCS related activities at the request of the Regional Superintendent and Executive Director.

Plan, develop and facilitate professional development opportunities for school based administration based on individual school and regional data.

Provides support to the daily work of school administration ensuring adherence to established policies, procedures and standards; advises and assists as necessary, resolving problems collaboratively as situations arise.

Review data as it relates to disparity in disciplinary practice in support of equitable school policy and practice.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education, Master's degree in Education Leadership or related field, 3- 5 years of experience as a teacher, with program coordination and supervisory experience preferred, or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must hold a valid license issued by the NC Department of Public Instruction preferably in school administration or a student support area such as counseling or social work. 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, copiers, calculators, cellular phones, etc. 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.

SUPERVISOR I – STUDENT SERVICES ADMINISTRATOR

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, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, 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 algebra, descriptive statistics, statistical inference, and statistical theory.

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: 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 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

Knowledge of student services available through outside public and private agencies.

SUPERVISOR I – STUDENT SERVICES ADMINISTRATOR

Knowledge of federal, state and local regulations regarding student services.

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

Considerable knowledge of the organization and communication channels of the school system.

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 appropriate procedures for emergency situations in school.

Knowledge of the North Carolina Standard Course of Study.

Skill in assisting, developing and supporting staff.

Skill in collecting new ideas for student support services from outside sources.

Ability to accurately interpret state and federal regulations and school policies.

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 that information.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

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.