

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: TEACHER – CTE CAREER DEVELOPMENT COORDINATOR FOR ACADEMIES

CAREER AND TECHNICAL EDUCATION EDUCATIONAL PROGRAM SERVICES

GENERAL STATEMENT OF JOB

Provides and coordinates career development services to students in the Guilford County Schools Career Academies. The CDC works collaboratively with administrators, student service personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary and employment. Responsibilities incorporate the North Carolina Standard Course of Study, National Career Development Guidelines, and the National Model for School Counseling Programs and Future-Ready Students for the 21st Century. Reports to the Director-CTE/Tech Prep.

SPECIFIC DUTIES AND RESPONSIBILITIES

Coordinate career development services. Promotes career awareness, exploration, and planning. Provides career development, occupational, labor market, non-traditional career, and post secondary information.

Create new CTE materials to be used by students, parents, Career Development Coordinators, and teachers for career planning and instruction.

Serve as liaison with CTE, guidance services and district relations to promote Career and Technical Education initiatives.

Assists students with selection of appropriate academic and CTE courses.

Coordinates career planning activities in classrooms, groups, or individual sessions Provide and coordinate administration and interpretation of career assessments.

Analyzes student transcripts and assists with monitoring students' completion of a College Tech Prep (CTP) course of study. Provide information on postsecondary education programs and employment opportunities. Assists students with postsecondary education and employment opportunities. Assists students in obtaining National Industry Certifications.

Facilitates system wide CTE Career Fair and educational events.

Facilitates work-based learning opportunities. Provides and coordinates activities for students to develop employability skills.

CAREER DEVELOPMENT COORDINATOR-ACADEMIES

Promotes the integration of career research and work-based learning opportunities into CTE and academic courses. Promote the use of technology for career planning and research.

Conducts follow-up surveys with CTE graduates to complete College Tech Prep documentation.

Assists College Tech Prep students in the application process for the Guilford Technical Community College CTP Scholarship.

Facilitates business, education, and community partnerships that provide opportunities for students and supports CTE Serve as a liaison with the business, industry, education, and military community. Publicizes partnership resources.

Represents Guilford County Schools by participating and/or conducting presentations at local, regional, state, and national CTE conferences.

Engages in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required

MINIMUM TRAINING AND EXPERIENCE

A bachelor's degree and a clear CDC license or a clear license in any area of CTE, or a master's degree in school counseling with a clear license as a school counselor with one year of work experience as a school counselor, or work as a coordinator of a CTE work-based learning program with at least one year of work experience related to business or industry within the past five years.

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, etc. Must be able to exert up to 20 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 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, statements, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, statements, 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 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 Career and Technical Education and certification.

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.

Considerable knowledge of the current literature, trends, and developments in the field of Career and Technical Education.

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

Ability to develop and implement appropriate CTE programs.

Ability to assess the effectiveness of CTE 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.

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.