

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR – SOCIAL EMOTIONAL LEARNING AND CHARACTER EDUCATION

GENERAL STATEMENT OF JOB

Under little or no direct supervision, this position requires knowledge of change theory, adult learning, and research on social and emotional learning (SEL) and character education and their relationship to academic achievement; and knowledge of programs in the field such as Second Step, Responsive Classroom, Tribes, and/or School-Connect. This position requires the ability to analyze and synthesize information to integrate Social and Emotional Learning performance standards and Social and Emotional Learning programs within all curricular areas; and ability to create and coordinate professional development for employees. Employee in this position must have strong leadership skills. This position requires the ability to communicate effectively with all levels of management in both verbal and written form, build consensus among diverse groups, establish and maintain productive working relationships with others, and build, articulate, and sustain a vision for the department and its district-wide implementation of SEL.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Conducts short-term and long-term planning in social and emotional learning, student discipline, character education, and service learning, and aligns planning to district's Strategic Plan.

Provides leadership and training for implementation of programs.

Develops and supervises SEL Department staff to be effective school and classroom- level coaches for the school-wide promotion of SEL.

Consults with principals and staff concerning the needs of students.

Provides leadership for grant applications.

Administers grants, budgetary procedures, and systems of purchasing supplies and equipment.

Liases with outside providers and researchers on social and emotional learning and character education work in GCS.

Presents district programs and plans at national conferences.

Provides mentoring support for schools beginning work in social and emotional learning.

Monitors and evaluates program efficiency.

Identifies, develops, or adapts appropriate materials.

Designs and implements professional workshops and in-services to support the social and emotional learning curriculum and incorporates best practices, including research on learning theory and content standards.

Engages and informs parents and families about SEL and ways to promote SEL at home.

Hires, supervises, and evaluates highly qualified SEL staff.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Ten to fifteen years of progressively responsible, professional experience in educational administration or student services related areas. Doctoral degree in Education with specialization in an area related to Student Services preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Prefer experience with affective education programs, social and emotional learning curriculum such as Second Step, Project Achieve, Responsible Classroom, etc.

**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, 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.

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.

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

Thorough knowledge of student services available through outside public and private agencies.

Thorough 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 the current literature, trends, methods and developments in the area of student services.

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

Considerable knowledge of appropriate procedures for emergency situations in school.

Skill in assisting, developing and supporting staff.

Skill in collecting new ideas for student support services from outside sources. Ability to review and evaluate the overall effectiveness of large programs.

Ability to set goals and long-range plans for large programs.

Ability to develop and administer system-wide budgets, policies and programs. Ability to develop policies, procedures and standards for services offered.

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 large 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.