

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR CHARACTER EDUCATION/SAFE AND DRUG FREE SCHOOLS PROGRAM

GENERAL STATEMENT OF JOB

Responsible for advancing Character Education and Substance Abuse Programs and inclusion strategy by setting the strategic direction, recommending, developing, implementing and managing all aspects of this strategy. The individual is responsible for managing a staff of professionals to implement the Board of Education's Character Education and Substance Abuse strategies and their multiple components. Oversees the supervisor and the administration for Safe and Drug Free Schools Program, Adolescent Substance Abuse Program (ASAP), Indian Education Program and district Crisis Team. Work closely with the Executive Director of Student Services to provide insight, resources, tools and actions to advance Character Education goals within the context of Character Development and Safe Schools strategic goals. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops implementation plan and delivers the GCS integrated Character Education strategy with demonstrable and measurable results. These include alignment of Character Education into the Standard Course of Study, development of Character Education policy, developing best practices for Character Education implementation throughout the district, initiating Character Education staff development with GCS Safe Schools and Character Development goals.

Manages the Character Education/Safe and Drug Free Schools staff, develop Character Education strategic goals, and support the Board of Education in the development of Character Education.

Collaborates effectively with the Chief of Student Services and Executive Director of Student Services to provide guidance and assistance in meeting GCS Character Education objectives.

Serves as the primary advisor to the Cabinet in development and implementation of Character Education initiatives.

Serves as GCS chief spokesperson and representative on Character Education matters.

Collaborates with GCS's District Relations department to ensure alignment of Character Education messages in employee communications.

DIRECTOR – CHARACTER EDUCATION-SAFE AND DRUG FREE SCHOOLS

Reviews external publications and messages to ensure consistency with GCS Character Education strategies.

Oversees Character Education program to ensure cost effectiveness.

ADDITIONAL JOB FUNCTIONS

Provides guidance and leadership in the development of Character Education conferences, workshops, research and publications projects, consultation, and support for Character Education meetings and projects; provides personal leadership to most important initiatives.

Proposes and leads in the creation of new Character Education programs.

Facilitates and manages the comprehensive Character Education strategy that includes vendor supplier development.

Develops an annual Character Education report for Board of Education, Superintendent, and the public.

Serves as the leader of the GCS Character Education Implementation team.

Other duties and responsibilities may be assigned as appropriate by Executive Director of Student Services.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters Degree in Education, Counseling, Human Services or Organizational Development or other business related field and 10 or more years of supervision, organizational design preferably in an educational setting, or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

SPECIAL REQUIREMENT

Possession of a valid driver's license issued by the state of North Carolina. Must maintain a safe driving record. An employee assigned to this position is governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, "Drug and Alcohol Free Workplace," which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO
PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, rosters, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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 and government terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals.

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 automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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

Executive leadership and management skills including the ability to motivate and develop staff to enable them to achieve superior results and meet GCS Character Education objectives.

Superior interpersonal, persuasive communications, compelling presentation and effective writing skills. Must also possess highly developed business acumen.

Executive-level experience and expertise to bear on the issues of measurements, communication and education, and emerging trends in character development thinking.

Considerable skills and business maturity in managing a character development agenda, interacting with and influencing executive decision makers, offering consulting resources and communicating to build relationships and credibility for self.

Demonstrated ability to work effectively with a variety of internal and external constituencies from varied and diverse backgrounds, including line and executive staff, and persons representing industry, corporate, government, and community organizations.

Experience in consulting with internal and external clients to help them measure and achieve desired program outcomes.

Ability to take personal accountability for achieving results.

Demonstrated executive leadership, ethical and professional standards.

A dedication to continuing education, professional development related to Character Education and Development.

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.