

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR – GUILFORD PARENT ACADEMY

GENERAL STATEMENT OF JOB

Under limited supervision, provides visionary leadership necessary to make Guilford Parent Academy a national model, performing highly responsible leadership work to carry out the school district's mission and goals related to the Race to the Top District Grant and PACE project, and lead programming for middle-school parents (with a goal of expanding programming to all K-12 schools if/as funding becomes available). Work involves parent/family outreach, training, research of best practices, evaluation, developing and maintaining an online catalogue of course offerings; managing online and paper registration processes; marketing program offerings to diverse parents, families and community groups; recognizing parents/family members, partners and other stakeholders for their participation and involvement in the Academy, and growing grassroots parent and community support and leadership of Guilford Parent Academy. Serves as a district representative, as designated by the Chief of Staff, on non-profit boards of directors; also performs a variety of supervisory and administrative tasks in community relations and communications. Reports to the appropriate supervisor.

DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervises staff and leads the development and delivery of core Guilford Parent Academy topics based on district Strategic Plan goals, including, but not limited to, the following:

- Increase parent awareness of, and participation in, Guilford Parent Academy programs including workshops, special events, conferences, etc.
- Increase use of Guilford Parent Academy digital resources (online).
- Increase the number of volunteers active in GCS as well as the hours of service provided.
- Increase the amount of charitable/in-kind donations received annually by GCS.
- Increase the percentage of GCS parents and community members who indicate that GCS keeps them informed.
- Improve the perception of GCS among parents and community members regarding the quality of education provided by GCS.
- Improve parent and community perception regarding GCS responsiveness.

Stays abreast of current research and trends in education, parent involvement/engagement, partnerships and communications.

Leads program evaluation and use of data (from a variety of sources including, but not limited to internal and external surveys, public opinion polls, reports, and studies) to improve Guilford Parent Academy planning and programming.

Leads Personalized Achievement, Curriculum and Environment (PACE) schools project (programming for middle-school families) and articulates the district's vision relative to the following questions:

- What is personalized learning and what does it mean for students?

DIRECTOR/EXECUTIVE DIRECTOR–GUILFORD PARENT ACADEMY

- What changes are occurring in classrooms?
- How can families support student learning in this new environment?
- What online resources are available to parents and how can they access and use them?
- How can families check out tablets from school media centers and support student learning?

Secures and trains school-level workshop facilitators, including teachers and grassroots parent coordinators. Also ensures that translators are deployed as needed.

Facilitates school-level outreach and support, aided by teachers and grassroots parent coordinators, in the use of online digital content to support student learning, mobile applications, and tablet labs that families may check out from each middle school.

Develops school, PTA, business and community partnerships to support Guilford Parent Academy (and PACE Project).

Strategically engages and involves grassroots community groups in Guilford Parent Academy planning and activities while ensuring that new participant numbers increase significantly each year.

Markets programs to GCS parents, families, PTAs, principals, social workers, community groups and members and other diverse stakeholders.

Recognizes parents/family members, partners and other stakeholders for their participation and involvement in the Academy.

Coordinates development of marketing materials, both print and electronic, to assist with recruiting and retaining district and school-based volunteers and partnerships.

Secures funding (grants, philanthropic, and other) for regional and school-based initiatives and events.

Serves as district spokesperson for Guilford Parent Academy, partnerships and volunteer information.

Plans, develops and coordinates other district-level partnerships, including but not limited to Guilford Education Alliance, Guilford County Council of PTAs, Enrichment Fund, area chambers of commerce, business and community foundations and various public and private organizations; maintains an online catalogue of course offerings.

Assists other departments/schools in developing partnerships; provides training and assistance for regional superintendents, principals and school-based partnership coordinators on development and retention of partnerships.

Plans, develops and coordinates district-level Academy, partnership and volunteer recruitment and recognition campaigns.

Provides training in volunteer and partnership recruitment and retention for district level personnel, administrators and school-based volunteer coordinators.

DIRECTOR/EXECUTIVE DIRECTOR—GUILFORD PARENT ACADEMY

Plans, develops and coordinates summit meetings for key community partners including, but not limited to, faith-based organizations, grassroots groups, parents, business leaders, and elected officials.

Maintains frequent contact with Academy, business and community opinion leaders.

ADDITIONAL JOB FUNCTIONS

Carries out duties assigned by the Chief of Staff and/or Chief Strategic Planning Officer as required to meet district goals and objectives.

Performs other related work as required, including work during evenings and on week-ends.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Public Relations, Communications, Social Work, Counseling, or related field preferred. Bachelor's degree in Education, Public Relations, Communications, Social Work, Counseling, or related field and at least 10 years of progressively responsible experience or any equivalent combination of training and experience which provides the required knowledge, skills and abilities to perform the principle functions of the position. A background in relevant technology is preferred.

Position is funded through the Race to the Top District (RTTD) Grant for a four year period (July 1, 2013 through June 30, 2017).

SPECIAL REQUIREMENTS

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 automated office machines including computers, calculators, copier, facsimile machines, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. 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 Communication: Requires the ability to speak and/or signal people to convey or exchange information including giving instructions and assignments to subordinates.

DIRECTOR/EXECUTIVE DIRECTOR–GUILFORD PARENT ACADEMY

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, manuals, etc. Requires the ability to prepare correspondence, reports, forms, instruction, etc. using prescribed format and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak to 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; 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; and 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 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 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

Considerable knowledge of parent/family training, information and resources.

Considerable knowledge of adult education principles, and effective outreach and engagement of diverse groups and individuals.

Considerable knowledge of culturally relevant and sensitive parent/family curriculum and practices.

Considerable knowledge of non-profit fund development/fund raising principles and strategies.

DIRECTOR/EXECUTIVE DIRECTOR—GUILFORD PARENT ACADEMY

Considerable knowledge of community resources and community contacts.

Considerable knowledge of the principles of partnership building, supervision, organization, administration and evaluation.

Considerable knowledge of the principles of effective communications, marketing, public relations and community relations

Considerable knowledge in supervising and coordinating large programs and events

Ability to assess and improve ways in which the district, parents/families, businesses and the community interrelate

Ability to set high-level goals and develop and execute long range plans effectively

Ability to develop, implement and evaluate parent/family programming for diverse audiences, including workshops, classes, conferences

Ability to build parent/community engagement in Academy programs and services

Ability to select appropriate instructional materials and resources for online and broadcast use by parents/families

Ability to plan and manage budgets appropriately; maintain fiscal records in accordance with Board policies and procedures, relevant laws and regulations

Ability to develop, implement and evaluate Academy programs and services

Ability to develop, implement and evaluate partnerships

Ability to develop, implement and evaluate district volunteer program

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

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

Ability to communicate effectively both orally and in writing

Ability to establish and maintain effective working relationships

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 this job.