

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR – DIRECTOR III - SECONDARY PATHWAYS

GENERAL STATEMENT OF JOB

Under minimal supervision, the Director of Secondary Pathways provides leadership, administers and implements Career Pathway programs, activities and components relevant to Career and Technical Education (CTE) programs and special projects in partnership with internal and external stakeholders. This position is a key resource to the Career and Technical Education team and supports integration of career pathways into workforce development training programs and other related activities; performs related duties as assigned. Reports to the Executive Director for Career and Technical Education.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops, plans and implements innovative College and Career Pathways and CTE programs and other activities as required; leads planning efforts, discussions and provides input and recommendations to the development of a College Career Pathways and CTE plans; provides leadership and support to staff in the implementation of Career Pathways and CTE projects and ensures that projects are aligned with institutional standards and objectives; assists the Executive Director of Career and Technical Education in administrating and implementing College and Career Pathways, programs, and activities to meet district, regional, and state goals and objectives.

Identifies and tracks Career Pathways and CTE funding opportunities and performs reviews and analysis to determine appropriate funding opportunities that support college initiatives.

Work in conjunction with other district departments to ensure implementation of equitable instructional practices and access to improve outcomes for all students.

Serves as a primary liaison and convener with secondary and four-year institution partners in the development of seamless college and career education pathways; leads, supports, informs, and facilitates the design, creation, and expansion of local and regional articulation development structures and agreements including concurrent enrollment, dual enrollment, and credit-by-exam opportunities for secondary students.

Develops partnerships to secure opportunities, plans and implements student work-based learning, career exploration, job placement, and faculty externship activities serving as a convener and broker between the institution and employers, intermediaries, workforce development agencies, workforce investment boards, and industry partners.

Develops and disseminates information and marketing materials for Career Pathways and CTE projects in accordance with Guilford County Schools' marketing standards and procedures; represents Guilford County Schools on various Career Pathways and CTE focused committees; schedules and coordinates related services, events, workshops, seminars and conferences in support of Career and College Pathways and CTE program development.

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Develops, plans, manages, tracks and maintains program budgets, accurate fiscal records, grants financial reports in compliance with governing policies and regulations; develops, plans, and implements program activities and deliverables in alignment and within budgets.

Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment, which supports achieving district and program objectives and service expectations; provides leadership and participates in programs and activities that promote a positive employee relations environment.

Produces, updates, maintains and submits a variety of comprehensive, accurate and specialized program reports which involve manipulation, analysis and interpretation of complex and technical information for financial reports, labor market data analysis, industry job trends, performance summary and accountability reports, and personnel reports as scheduled (quarterly, annually, etc.).

Other duties and responsibilities as assigned by Executive Director CTE and Assistant Superintendent of Teaching, Learning, and Professional Development

ADDITIONAL JOB FUNCTIONS

Work in conjunction with other district departments to ensure implementation of equitable classroom practices to improve outcomes for all students. Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in education, Career and Technical Education, counseling or a related field, or any equivalent combination of training and experience which provides the required knowledge, skills, experience and abilities. School level administrator experience preferred. Minimum of 5 years in secondary education required.

SPECIAL REQUIREMENTS

Must be certified by the North Carolina Department of Public Instruction. 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, scanners, modems, cable testers, etc. Must be able to exert up to 50 pound of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Physical requirements are consistent with those for Light Work.

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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. Includes giving instructions, assignments and/or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, invoices, software documentation, periodicals, lists, etc. Requires the ability to prepare correspondence, reports, forms, purchase requisitions, user instructions, etc., using prescribed format.

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 a variety of technical or professional languages including accounting and computer terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; perform calculations involving variables, formulas, square roots and polynomials and to apply the theories of algebra and statistics.

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 performing data entry.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. 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 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.

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KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of the school system's long-range Career and Technical Education, development methodology and development standards.

Thorough knowledge of federal, state and local policies and procedures regarding Career and Technical Education funding, accountability and curriculum.

Considerable knowledge of the appropriate uses of technology for instruction and the requirements of the NC College Tech Prep courses of study and Career and Technical Education skill curriculum.

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

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

Ability to plan, direct, and coordinate the work of subordinates.

Ability to develop long-term goals and objectives.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to schedule and monitor development projects.

Ability to effectively express ideas orally and in writing.

Ability to develop and administer budgets.

Skill in writing effective correspondence, speeches and other documents representing the District.

Skill in the operation of common office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to provide leadership and to supervise the planning, development and establishment of new, modified and/or improved programs, services and activities.

Ability to analyze and interpret policy and procedural guidelines, and to formulate, develop and present recommendations to resolve problems and questions.

Ability to organize workflow and coordinate activities.

Ability to research program documents and narrative materials and to compile reports from information gathered.

Ability to maintain complex schedules, records and files.

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Ability to make administrative decisions in accordance with laws, ordinances, regulations and school system policies and procedures.

Ability to plan and coordinate group activities and special events.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with school officials and 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.