

# **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

## **JOB TITLE: DIRECTOR I - AFTER-SCHOOL CARE ENRICHMENT SERVICES (ACES) PROGRAMS**

### **GENERAL STATEMENT OF JOB**

Under limited supervision, performs a variety of supervisory and administrative tasks guiding the development, implementation and advancement of the After-School Care Enrichment Services (ACES) Program in the district's elementary schools. Employee is responsible for providing leadership to develop, grow and sustain best practices in after-school programming to enable the district's ACES programs to support the district's Strategic Plan and to meet North Carolina Division of Child Development and Early Education (NC-DCDEE) required standards. Work involves providing comprehensive professional development for ACES staff, supporting, assisting and advising ACES site coordinators and school principals, designing and implementing effective business, operations and staffing procedures and systems, preparing and administering program budgets, compiling, reviewing and analyzing various program data, and preparing and presenting program reports. Employee monitors the overall effectiveness of the program, takes appropriate steps to ensure established policies and procedures are followed, and promotes program improvements. Employee supervises certified and administrative staff. Employee reports to the Executive Director of Student Services.

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

#### **ESSENTIAL JOB FUNCTIONS**

Provides effective leadership in the development, implementation, evaluation and advancement of a system-wide ACES program in which each school's ACES program supports the district's Strategic Plan, addresses the needs of the whole child, and meets district and North Carolina Division of Child Development and Early Education (NC-DCDEE) required standards.

Works collaboratively with Executive Director of Student Services to establish and meet department goals that support district priorities – especially those pertaining to character development, literacy, college and career readiness, equity, and effective business, operations and staffing practices.

Facilitates after-school programming that helps students pursue academic excellence as they work on homework, engage in literacy-rich activities, review and practice math concepts, and take part in activities that support success in school and in life.

Develops and facilitates the implementation of the district's ACES curriculum, *Growing Community Leaders: An ACES Curriculum That Serves*, and the engagement of students in service-learning, college-and-career-exploration and other experiences that help them develop curiosity, creativity and character.

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Provides leadership, coaching, technical assistance, and feedback to ACES site coordinators in various areas of the ACES program, and assists principals in resolving ACES-related issues as non-routine situations arise.

Supports ACES site coordinators in the day-to-day operation of the school ACES program.

In consultation with the GCS Finance department, develops district and school-level ACES budgets and spending plans and recommends ACES fees, distributes ACES budget information to ACES site coordinators and principals, and provides support to ACES site coordinators and principals regarding ACES fiscal and budgetary matters.

Develops ACES collection and accounting procedures that align with district cash management policies and procedures, and works collaboratively with GCS Finance and Technology departments to implement various automated systems to collect, account for, deposit, and monitor ACES payments.

Provides data and other information needed by outside auditor for annual audit as requested by GCS Finance Department.

In consultation with the GCS Purchasing department and appropriate departments or agencies, provides support to ACES site coordinators and principals regarding purchasing supplies, materials and services for the ACES program.

In consultation with the GCS Payroll department provides support to ACES site coordinators and principals regarding recording and reporting ACES employees' hours worked and absences.

In consultation with the GCS Human Resources department manages ACES positions to ensure appropriate numbers of positions are allocated to each program and provides support to ACES site coordinators and principals regarding recruiting and identifying qualified applicants and substitutes for ACES positions.

Coordinates efforts to meet regulations of State or local agencies that have jurisdiction over licensed school-age child care programs or that provide financial assistance to parents for child care (Ex. NC-DCDEE, Guilford County Environmental Health Department and Guilford County Department of Social Services).

Provides support to ACES site coordinators and principals regarding job performance reviews, appraisals, investigations and personnel actions in accordance with applicable federal, state and local laws, ordinances, policies and procedures.

Provides leadership in the development of comprehensive professional development opportunities for ACES staff with a focus on health and safety, ACES curriculum and programming components, improving the quality of service provided to students and parents, and completing job responsibilities correctly and on time. Also serves as a workshop presenter.

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Gathers information regarding services provided by ACES programs, observes ACES activities and facilities, and identifies resources to help programs provide age-appropriate academic, character development, enrichment and recreational activities in an appropriate environment.

Compiles, reviews and analyzes various program data, documents and reports, and submits, presents and maintains program records and reports in accordance with local, state and federal policies and procedures.

Designs and implements procedures and systems to collect and/or review individual school's program data and documents, advises ACES site coordinators and principals of discrepancies and steps toward resolution of such discrepancies.

Evaluates ACES work processes and programs, submits recommendations for improvements to the Executive Director for Student Services, and implements approved program changes.

In consultation with the GCS District Relations department, creates publications such as the ACES brochure, enrollment application, parent handbook, and flyers, and maintains the ACES web page on the district's website.

Collaborates with GCS District Relations department to promote ACES activities and accomplishments and to advise parents, district staff and the general public of services and benefits of the ACES program.

Serves as liaison between department and district and community contacts.

Receives incoming telephone calls, emails and written correspondence and provides information regarding program curriculum, practices, operations, procedures, and regulations, or routes to appropriate personnel.

Attends seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments impacting the ACES program; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with professionals to facilitate exchange of information.

### **ADDITIONAL JOB FUNCTIONS**

Works cooperatively with district staff in various departments.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education, Child Development, Education Administration or a related field, and at least 6 – 9 years of experience in teaching, licensed child care administration or a related field, with program coordination and supervisory experience, preferably in a public school

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setting, or any equivalent combination of training and experience, which provide the required knowledge, skills and abilities.

### **SPECIFIC REQUIREMENTS**

Must hold a valid educator's license issued by the North Carolina Department of Public Instructions. Must possess a valid North Carolina driver's license and routinely work until ACES programs close at 6 p.m.

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

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 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 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 to subordinates.

**Language Ability:** Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, 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; 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 formula; to add and subtract; to multiply and divide; and to utilize percentages and decimals.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

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**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, 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 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**

Considerable knowledge of district and School Board policies, procedures and standards regarding the delivery of academic, enrichment and recreational after-school programming to elementary-school students and of the district's business, operations, and human resources processes.

Considerable knowledge of the ACES Program's underlying principles, goals and objectives and of the principles and practices associated with early childhood development and education. Considerable knowledge of federal and state statutes and regulations, and of trends and developments regarding provision of services to students in a licensed school-age-care environment.

Considerable knowledge of character development and service-learning objectives and strategies and the application of character development thinking in an elementary-school, after-school setting.

Considerable knowledge of the organization and communication channels of the school system.

Considerable knowledge of the principles of supervision, organization and administration, especially as they apply to a central office administrator working with site-based staff.

Considerable knowledge of ethical guidelines applicable to the position as outlined by Board policy, professional standards and/or federal, state and local laws, rules and regulations.

General knowledge of federal and state statutes and regulations regarding the receipt of federal funds by a local governmental agency.

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Skill in leading and managing a district-wide program including the ability to motivate, develop and counsel staff to enable them to achieve superior results and to meet district and ACES program expectations.

Skill in communicating with both individuals and groups in an effective, persuasive, and compelling manner, both orally and in writing.

Skill in managing the programming, business and operational aspects of a district-wide enterprise-fund program and interacting with and influencing executive decision makers.

Skill in offering consultative services and resources to school staff and communicating with staff to build relationships and credibility for self.

Ability to create program forms and reporting systems, to maintain complete and accurate records and statistics, and to develop meaningful reports from the information.

Ability to prepare system-wide budgets, monitor budget expenditures, and conduct analytical studies.

Ability to evaluate the effectiveness of existing and proposed programs and to make recommendations for improvement.

Ability to work and effectively communicate with diverse groups and organizations both orally and in writing.

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

Ability to exercise considerable independent judgment and initiative in planning and directing activities and in applying standards to a variety of work situations.

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 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.