

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR I – BUSINESS PARTNERSHIPS

GENERAL STATEMENT OF JOB

Under minimal direct supervision, performs highly responsible administrative, supervisory and professional administration work to carry out school system policies and procedures relating to College Tech Prep and Career and Technical Education programs and activities.

Plans, supervises, assesses and evaluates the District's Pre-K-12 activities to support collaborative partnerships and create a positive and constructive connection with Colleges, School Districts, and Higher Education Relations. The position develops and implements strategies to realize District initiatives and goals. Oversees academic outreach programs in collaboration with student services and academic affairs managers, community organizations, public relations, and contract services. Reports to Executive Director of Career and Technical Education.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develop local, state, and national partner networks and strategic partnerships.

Using method driven approaches and processes to drive results through partnerships.

Develop and implement a partnership strategy to increase the reach and impact of our ongoing efforts in advancing Guilford County Schools' strategic plan objectives.

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

Coordinate the management of ongoing relationships with existing partners and where relevant, leverage those relationships to greater collective impact.

Conceptualize new strategic initiatives around corporate, foundation, government, bilateral organizations or other partnerships.

Develop a relationship management program to support community, business, and higher education partners.

Development and manage events in support of Guilford County Schools' strategic initiatives.

Collaborate with cross-functional district teams to structure and execute district initiatives, lead analysis, and develop and communicate final recommendations for growing partner relationships.

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Develop systems and procedures in support of the identification, engagement and development of strategic partnerships.

Project and promote Guilford County Schools' strategic planning initiatives to new audiences and partners.

Identifies, secures, and maintains partnerships with employers, workforce development agencies, workforce investment boards, and intermediaries to inform and support student career preparation, institutional programming, and career pathway development; remains conversant with and communicates local, regional, state, and national labor market needs and trends.

Develop and manage reporting and financial tracking of strategic partnership activities.

Develop and manage partner agreements.

Provide timely and accurate reporting of pipeline, strategic partnerships and management activities.

Other duties and responsibilities as assigned by the 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, business or a related field, or any equivalent combination of training and experience which provides the required knowledge, skills, experience and abilities. School 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

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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.

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.

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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 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.

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

Ability to maintain complex schedules, records and files.

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.