

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: ORGANIZATIONAL FACILITATOR TALENT DEVELOPMENT HIGH SCHOOLS

GENERAL STATEMENT OF JOB

The on-site Organizational Facilitator for a Johns Hopkins University Talent Development High School is a school-based position working with faculty and administrators to ensure the successful planning and implementation of the Talent Development model. This position involves coordinating program planning, facilitating meetings of faculty and staff, and ensuring that the school meets program benchmarks throughout the planning and implementation process. Facilitators receive training from Talent Development and serve as the key link between the project and the school. Position reports to assigned school principal.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Collects, analyzes, and presents data on school improvement.

Coordinates and delivers on-going professional development.

Develops and facilitates meetings of the Talent Development committees.

Guides and monitors program implementation and planning.

Provides information (documents, meeting, and responses to phone calls) for parents and community members about the Talent Development program.

Meets regularly with school district contact, principal and leadership teams to solve problems and keep program moving forward. Maintains communication between Talent Development High Schools and the school.

Is a member of the school's instructional leadership team and collaborates with other members of that team to provide a comprehensive approach to implementing curriculum, instruction, assessment and organizational goals of the school and district.

Provides support for teachers and administrators in achieving planning and implementation benchmarks.

Promotes teamwork and the use of data for planning.

Accelerates positive change in the school through collaborative relationships.

ORGANIZATIONAL FACILITATOR

Participates in all required staff meetings and curricular meetings.

Completes all reports, memos, documentation and other necessary paperwork in a timely and professional manner.

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Bachelors Degree with certification and experience in education with a strong commitment to school improvement. Must have excellent communication skills (oral and written) and be able to work well with teachers and school administrators.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, typewriters, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 20 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 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 or directions to assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, requisitions, publications, etc. Requires the ability to prepare correspondence, reports, forms, records, surveys, etc., using prescribed formats 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; and to deal with several abstract and concrete variables.

ORGANIZATIONAL FACILITATOR

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 counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

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

Motor Coordination: Requires the ability coordinate hands and eyes rapidly and accurately in using 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: 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 the County and School Board policies and procedures.

Considerable knowledge of the principles and practices of testing and interpretation of test data.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the North Carolina Standard Course of Study.

Skill in oral and written communication.

Skill in providing consultative services to school staff.

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

ORGANIZATIONAL FACILITATOR

Ability to work and communicate with diverse groups and organizations.

Ability to develop and conduct presentations.

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

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from the information.

Ability to effectively express ideas orally and in writing.

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.