

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

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| Position Title: <i>Marketing Communication Specialist</i> | Department / Building: <i>Communications & Community Relations</i> |
| Reports to: <i>Director of Communications & Community Relations</i> | FLSA Status: <i>Exempt</i> |
| Band/Grade/Subgrade: <i>C-4-2; PRO20</i> | Bargaining/Work Unit: <i>Professional Technical</i> |
| Position Last Updated: <i>3/29/17</i> | Next Position Description Update: |

SECTION II: JOB SUMMARY

Under the direction of the Director of Communications and Community Relations, develop and enhance positive relationships between Eastern Carver County Schools and its stakeholders. Work for a public school system that serves a diverse community with high expectations for the education of its children. Coordinate multiple tasks and varying deadlines. Primary responsibilities include: Identify opportunities and implement strategic marketing programs; write for a variety of publications including print, website, intranet and social media; enhance relationships with business; civic and community organizations; implement training for staff; coordinate multiple projects.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

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| Duty/Responsibility No: | 1 | Statement of duty/responsibility: <i>Design and implement marketing strategies to encourage interest in and support for Eastern Carver County Schools by parents, students, staff and community members. Create excitement and interest in the district's educational opportunities.</i> |
| Percent of Time: | 80 | |

Tasks involved in fulfilling above duty/responsibility:

- *Work with communications director to identify specific marketing goals; develop and implement marketing plans to achieve those goals.*
- *Work with director to determine event and program budgets and manage expenses accordingly.*
- *Help identify and implement strategic marketing opportunities and partnerships.*
- *Ensure marketing initiatives are fully integrated into district communication activities.*
- *Help schools/sites improve the way they present themselves in print, online and in person.*
- *Develop specific marketing plans around district initiatives as needed.*
- *Coordinate research and data collection, including social media analytics, to drive marketing decisions and solicit feedback on the integrated marketing communications program.*
- *Meet regularly with communications department staff to set and monitor marketing goals and objectives.*

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| Duty/Responsibility No: | 2 | Statement of duty/responsibility |
| Percent of Time: | 20 | <i>Provide clear, consistent communications that supports the mission of the school district.</i> |

Tasks involved in fulfilling above duty/responsibility:

- *Develop and coordinate updates to district website, intranet content and social media*
- *Write for a variety of audiences, purposes and formats, including websites, print/electronic newsletters, news releases and other materials.*
- *Work with department staff to compile and share news of student, staff, alumni, district and school achievements through varied and appropriate channels.*
- *Coordinate video projects as needed.*
- *Demonstrate cultural responsiveness in all communication.*

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- *Proficient in setting marketing strategy.*
- *Excellent analytical, critical thinking, and judgment skills. This includes the ability to use logic and reasoning to identify pros and cons of alternative solutions or approaches to problems; and to consider the relative costs and benefits of potential actions in order to choose the most appropriate one.*
- *Strong customer orientation and passionate interest in improving the customer experience*
- *Proven ability to assess and monitor the opportunities, threats, weaknesses and strengths facing an organization and present recommendations*
- *Must be a team player whose superior communication skills facilitate working with school staff and education professionals*
- *Proficient in the use of current technology required for the performance of duties, including social media, word processing, spreadsheet, presentation software.*

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- *Bachelor's degree in business communications, marketing, public relations, or related field*

SECTION VI: EXPERIENCE REQUIREMENTS

- *Five years of related professional experience.*
- *Experience with social media to achieve public relations and/or marketing objectives.*

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- *A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.*
- *Performing assigned responsibilities in a manner consistent with the District's established Core Values.*
- *Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.*

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

| Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%) | | | | | |
|-------------------------------------------------------------------------------------------|---|----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------|---|
| Demands | | Demands | | Demands | |
| Physical | | Lifting/Carrying | | Exposure to Environ. Conditions | |
| Standing | F | Up to 10 pounds | F | Possible exposure to blood-borne pathogens through blood and/or body fluids | N |
| Walking | F | Up to 25 pounds | O | | |
| Sitting | C | Up to 50 pounds | O | | |
| Talking in person/on the phone | F | Up to 75 pounds | N | Toxic chemicals | N |
| Pushing/Pulling | O | Up to 100 pounds | N | Moving parts | N |
| Hearing | C | More than 100 pounds | N | Electrical shock risk | F |
| Feeling, grasping, finger dexterity | C | Noise Levels | | Explosives | N |
| Climbing, balancing | O | Quiet (i.e. private office) | O | Fumes | N |
| Stooping (bend at waist) | O | Moderate noise (i.e. business office with typewriters/ printers, light traffic) | C | Extreme cold (non-weather) | O |
| Crouching, crawling, kneeling, Squatting | O | | | Extreme heat (non-weather) | O |
| Stretching/reaching with hands & Arms | F | Loud noise (i.e. many children laughing & playing, large earth moving equipment) | O | Varying weather conditions | O |
| Distinguishing smell | O | | | Sight | |
| Distinguishing temperature | O | Very loud noise (i.e. jack hammer, front row rock concert) | N | Vision for close work/ability to adjust focus | C |
| Traveling by automobile | O | | | Looking at computer monitor | C |
| | | | | Color vision (identify & distinguish colors) | C |
| | | | | Peripheral, depth perception | O |

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.