

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION
JOB TITLE: DIRECTOR/EXECUTIVE DIRECTOR–PARENT ENGAGEMENT &
GUILFORD PARENT ACADEMY (GPA)
GENERAL STATEMENT OF JOB

Under limited supervision, the Director/Executive Director will provide visionary leadership necessary to make Guilford Parent Academy (GPA) a national model of effective parent outreach, training, information and engagement by performing highly responsible leadership work to carry out the school district's vision, values, mission and goals as articulated in the district's strategic plan. Work involves parent/family outreach, training, information sharing, research of best practices, evaluation, developing and maintaining an online catalogue of course offerings; managing online and paper registration processes; marketing program offerings to diverse parents, families and community groups; recognizing parents/family members, partners and other stakeholders for their participation and involvement in GCS, GCS schools and GPA, and growing grassroots parent and community engagement in GCS schools and GPA. Serves as a liaison and expert resource to schools and departments regarding effective parent outreach and engagement, and organizes appropriate professional learning opportunities for administrators, educators and support staff in partnership with various divisions and schools. The Director/Executive also performs a variety of supervisory and administrative tasks in community relations and communications, and applies adult learning and communications theory to program development and marketing. Reports to the Chief of Staff. Salary will be commensurate with qualifications and experience. Qualifications and experience will also determine final position level.

SPECIFIC DUTIES AND RESPONSIBILITIES/ESSENTIAL JOB FUNCTIONS

Supervises staff and leads the development and delivery of core GPA programming based on parent input, ongoing feedback and evaluation data, and district Strategic Plan goals, including, but not limited to, the following:

- Create welcoming and inclusive experiences for wide variety of GCS parents/family members; exhibit empathy, sensitivity and responsiveness to parent/family questions, needs and concerns.
- Communicate effectively on an ongoing and systemic manner with GCS parents/family members.
- Continue to refresh, retool and strengthen professional learning for parents and family members, using a “nothing about me without me” approach to authentic and ongoing engagement.
- Increase parent awareness of, and participation in, GPA programs including online learning, monthly meetings, ambassador and liaison programs, workshops, special events, conferences, workplace sessions, etc.
- Increase use of GPA digital resources (online).
- Increase principal and educator efficacy in current research and effective parent and family engagement strategies and communications.

- Expand programming and opportunities for parents and families by strengthening and expanding community partnerships and by increasing the amount of charitable/in-kind donations received annually by GPA.

Stays abreast of and demonstrates knowledge of current research and trends in education, parent/family involvement/engagement, partnerships and communications. Serves as an expert resource on effective parent/family outreach, engagement and communications for GCS administrators and educators.

Leads program evaluation and use of data (from a variety of sources including, but not limited to internal and external surveys, public opinion polls, reports, and studies) to improve GPA planning and programming.

Secures and trains school-level workshop facilitators, including teachers and grassroots parent coordinators. Also ensures that translators are deployed as needed. Systematically works to remove barriers to parent/family engagement at the district level, and builds the capacity of school personnel to do the same.

Facilitates school-level outreach and support, aided by teachers and grassroots parent coordinators, in the use of online digital content to support student learning, mobile applications, and tablet labs that families may check out from each middle school.

Develops school, PTA/PTO, business and community partnerships to support GPA programming. Works collaboratively with District Relations and Community Relations to engage faith communities and other publics.

Strategically engages and involves grassroots community groups in parent engagement and GPA planning and activities while ensuring that new participant numbers increase significantly each year.

Markets programs to GCS parents, families, PTAs, principals, social workers, teachers, counselors, community groups and members and other diverse stakeholders.

Recognizes parents/family members, partners and other stakeholders for their participation and involvement in the Academy.

Coordinates development of marketing materials, both print and electronic, to assist with recruiting and retaining district and school-based volunteers and partnerships.

Secures funding (grants, philanthropic, and other) for regional and school-based initiatives and events.

Serves as district spokesperson for parent/family engagement, GPA, parent outreach and other topics in collaboration with the Chief of Staff and District Relations.

Plans, develops and coordinates GPA programming with other district-level partnerships, including but not limited to Guilford Education Alliance, Guilford County Council of PTAs, Enrichment Fund, area chambers of commerce, business and community foundations and various public and private organizations; maintains an online catalogue of course offerings.

Assists other departments/schools in developing effective parent/family outreach, engagement and communication strategies, and in planning programming.

Plans, develops and coordinates meetings for key GPA community partners including, but not limited to, faith-based organizations, grassroots groups, parents, business leaders, and elected officials.

Maintains frequent contact with GPA, business and community opinion leaders.

Other goals and measures to be determined collaboratively with Chief of Staff. Performs other duties as assigned by the Chief of Staff.

ADDITIONAL JOB FUNCTIONS

Carries out duties assigned by the Chief of Staff and/or Chief Strategic Planning Officer as required to meet district goals and objectives.

Performs other related work as required, including work during evenings and on week-ends.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Public Relations, Communications, Social Work, Counseling, or related field preferred. Bachelor's degree in Education, Public Relations, Communications, Social Work, Counseling, or related field and at least 10 years of progressively responsible experience or any equivalent combination of training and experience which provides the required knowledge, skills and abilities to perform the principle functions of the position. A background in relevant technology is preferred.

SPECIAL REQUIREMENTS

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 automated office machines including computers, typewriters, calculators, copier, facsimile machines, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

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 a variety of correspondence, reports, forms, manuals, etc. Requires the ability to prepare correspondence, reports, forms, instruction, etc. using prescribed format 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; 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 formulas; to add and subtract; multiply and divide; and to determine percentages and decimals.

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 using automated 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: Does not require 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.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of effective parent/family engagement strategies in culturally diverse settings; considerable knowledge of research, trends and issues in parent/family training, information and resources.

Considerable knowledge of adult education principles, and effective outreach and engagement of diverse groups and individuals.

Considerable knowledge of culturally relevant and sensitive parent/family curriculum and practices, and authentic and effective ways to engage under-represented groups and individuals.
Considerable knowledge of non-profit fund development/fund raising principles and strategies.
Considerable knowledge of community resources and community contacts.
Considerable knowledge of the principles of group facilitation, consensus building, program development and marketing, partnership building, supervision, organization, administration and evaluation.
Considerable knowledge of the principles of effective communications, marketing, public relations and community relations
Considerable knowledge in supervising and coordinating large programs and events.
Ability to assess and improve ways in which the district, parents/families, businesses and the community interrelate
Ability to set high-level goals and develop and execute long range plans effectively.
Ability to develop, implement and evaluate parent/family programming for diverse audiences, including workshops, classes, conferences
Ability to build parent/community engagement in Academy programs and services.
Ability to select appropriate instructional materials and resources for online and broadcast use by parents/families.
Ability to plan and manage budgets appropriately; maintain fiscal records in accordance with Board policies and procedures, relevant laws and regulations.
Ability to develop, implement and evaluate Academy programs and services.
Ability to develop, implement and evaluate partnerships.
Ability to develop, implement and evaluate district volunteer program.
Ability to maintain complete and accurate records and to develop meaningful reports from them.
Ability to use common office machines and popular computer-driven word processing, spreadsheet, database and file maintenance programs.
Ability to communicate effectively both orally and in writing.
Ability to establish and maintain effective working relationships.

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 this job.