

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
Job Description

Job Title: Alternative School Coordinator **Department:** Instruction
Date: April 2007 **Reports To:** High School Director
Grade: Administrative 61, 62, 63

Purpose of Job

The purpose of this job is to assist the High School Director in fulfilling and providing instructional leadership to the staff including curriculum planning, review and implementation; and professional development. Responsible for building administration and the safety and welfare of both student and staff. Assist in the on-going development and improvement of the alternative school programs; assist the High School Director working with the Director of Schools, Chief Academic Officer, board, administrative team, staff, parents, community groups and professional organizations; implement and maintain excellent alternative school programs.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Plan, develop, implement, and evaluate instructional programs and delivery systems to meet the needs of at-risk youth.
- Oversee the administration of the testing program for the school.
- Interview and select qualified personnel to be recommended for employment.
- Conduct performance appraisals and make reappointment recommendations for school personnel.
- Implement and administer negotiated employee contracts at the school site.
- Coordinate the school food service program at the assigned school, including the free and reduced food service program requirements.
- Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.
- Assist students in accessing available support services.
- Exercise proactive leadership in promoting the vision and mission of the District.
- Establish a vision and mission for the school in collaboration with stakeholders.
- Be proactive in recognizing and solving school problems.
- Anticipate future problems as activities are planned.
- Initiate programs and organize resources to carry out the School's Continuous Improvement Plan.
- Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.
- Facilitate the development of the School's Improvement Plan.
- Access, analyze, interpret, and use data in decision-making.
- Use technology effectively.
- Monitor the progress and provide feedback to stakeholders, throughout the year, on the School Improvement Plan goals.
- Oversee the selection of textbooks, materials, technology and equipment.
- Assign school personnel to special projects or duties and monitor their performance.
- Supervise the operation and all activities and functions at the assigned school.

- Establish procedures for an accreditation program and monitor accreditation standards at the assigned school.
- Develop long-range and short-range facility needs at the assigned school.
- Coordinate facility and support service requirements.
- Coordinate plant safety and facility inspections at the assigned school.
- Coordinate all maintenance functions at the assigned school.
- Coordinate and supervise transportation services at the assigned school.
- Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the assigned school.
- Direct the establishment of adequate property inventory records and ensure the security of school property.
- Supervise and monitor the accurate and timely completion of data collection and reporting requirements.
- Delegate responsibilities to appropriate staff members.
- Promote high student achievement.
- Manage and administer personnel development through training, in-service and other developmental activities.
- Provide training opportunities and feedback to personnel at the assigned school.
- Participate in District management meetings and other activities to enhance professional development.
- Maintain and model high standards of professional conduct.
- Set high goals and standards for self, others, and organization.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Keep abreast of current research, trends, and best practices in alternative education.
- Work closely with other schools on the transfer of credit and related issues for students coming from or returning to those schools.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Adjust strategies to accommodate unexpected situations.
- Understand and utilize collaborative planning strategies.
- Facilitate problem solving by groups and individuals.
- Communicate effectively both orally and in writing with parents, students, teachers, and the community.
- Communicate, through the proper channels, to keep the Director of Secondary Education informed of impending problems or events of unusual nature.
- Communicate with other agencies, which have responsibility for students enrolled at some sites.
- Articulate programs with other community and service agencies.
- Maintain visibility and accessibility on the school campus.
- Attend school-related activities and events.
- Coordinate with District instructional staff in program planning.
- Align school initiatives with District, state, and school goals.
- Articulate programs with other agencies.
- Develop positive school/community relations and serve as liaison between the school and community.
- Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans. Manage and administer school functions relating to these items.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.
- Serve as a member of the Director of Secondary Education's District-wide management instructional team at request of Director of Schools.
- Demonstrate commitment to the vision, mission, goals, and priorities of the District.
- Provide leadership and direction for developing the best possible learning/teaching environment.

- Serve as a district representative at emergency shelters as determined by the Director of Secondary Education.
- Perform other incidental tasks consistent with the goals and objectives of this position.
- Establish procedures to be used in the event of such happenings.
- Make difficult personnel decisions when necessary, including dealing with ineffective teacher or staff performance.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with school operations.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Must hold valid Tennessee Teaching Certificate, Master degree preferred.

Knowledge of Job

Candidate must have positive interpersonal skills. Must have skill to motivate students and teachers, effective communication skills (written and oral) and computer skills. Must have ability to organize, prioritize, and manage time well, good listening skills, high level of stamina and ability to manage large groups, including appropriate means of crowd control. Demonstrated proactive orientation. Knowledge of curriculum and laws, regulations and codes affecting school management. Knowledge of public relation techniques and strategies of test analyses and the application of analyses to curriculum development. Must have ability to prepare and manage the school's budget and allocated resources, meet extended responsibilities and the regular school day, and access all areas of the school and grounds.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of automated office machines, which includes a computer, printer, facsimile, copy machine, calculator, telephone, etc. Must be physically able to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for light active work.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION:

Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers or assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to job of Coordinator of the Alternative School. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job Coordinator of the Alternative School.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and elected officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight, and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to visually inspect items for proper length, width, and shape visually with office equipment.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using office equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have above average levels of eye/hand/foot coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people (i.e. staff, supervisors, general public, and elected officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency related to job of Coordinator of the Alternative School.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date