

Chittenden Central Supervisory Union Job Description

JOB TITLE:	Assistant Technical Director for Adult Education
FLSA STATUS:	Exempt
UPDATED:	January 11, 2010

POSITION OBJECTIVES:

To provide comprehensive service to adults as appropriate to design, implement and maintain an effective educational, employment and training programs at the Center for Technology.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Administrative Duties

- Assumes responsibility for administering student disciplinary action related to enforcement of Center rules and regulations as established through district policy. Assists teachers in the handling of attendance and discipline problems.
- Assists the Director in the operation of the Center and assumes responsibility in the Director and Assistant Director's combined absence.
- Recruits, screens, and hires vocational personnel.
- Supervises assigned instructional and special services programs, evaluates teaching performance.
- Supervises and coordinates the New Teacher Mentor Program.
- Supervises and evaluates SkillTech.
- Oversees the IT needs of the center.
- Administers NECAP testing for the center.
- Conducts surveys and studies for planning, revision, deletion, and addition of programs.
- Provides a safe and healthy environment for students, professional and non-professional staff, and the lay public, including maintaining a program of safety.
- Interprets grading policies, attendance policy, promotional policy, and the District's instructional program to parents and community.
- Keeps informed and updated professionally on educational innovations and trends as they relate to education in general and technical education in particular.
- Actively advises and assists the Director on the Center's budgetary needs (specifically as it relates to the IT budget).
- Facilitate adult student access to the technical center's day programs in order to serve area adult students in need of focused technical education courses. Facilitating access includes but is not limited to the following activities: guiding adults through the enrollment process, connecting adults with the financial resources of the community, technical center orientation, educational counseling and mentoring, and facilitating access to support services in the tech center and/or the community.
- In conjunction with the Skill-Tech Coordinator, facilitate access of Technical Center resources by all adults within our services region.
- Maintain records, budgets and documentation for day adult programs and IT.
- Prepare mid-year and annual reports, as required, for day adult programs and IT.
- Other duties as assigned by the Director/Principal.

Coordination Duties

- Coordinate program activities with other area providers of adult services to ensure that student needs are met, delivered in a timely fashion, are cost effective and unduplicated. Other services providers include Vermont Adult Learning, Department of Labor, Vermont Student Assistance Corporation, Vocational Rehabilitation.

- Inform the general public, providers of services to adults and the business community of Technical Center resources and opportunities.

Professional Development Duties

- Participate in professional meetings, seminars and workshops relative to adult education, changing technology, employment and business trends.
- Maintain current information regarding the labor market, educational opportunities, social services programs and the changes in business and industry.
- Attend state sponsored in-service activities. Keep abreast of changing adult education funding.
- Maintain current information regarding state and federal law as it pertains to adult education.
- Participate in local, state and national organizations that impact adult technical education.
- Maintain valid professional licensure per state regulations.

SUPERVISION RECEIVED:

Works under very general administrative direction, planning and implementing the activities of a department, program or other unit of major size or scope, in accordance with general organizational objectives. Usually receives no technical assistance from supervisor. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program, with more frequent consultations regarding special problems or specific activities as necessary.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. Master degree in Education or other appropriate discipline plus 2 - 3 years of relevant experience, or a combination of education and experience from which comparable knowledge and skills are acquired.
- Certifications and Licenses. Valid Vermont Professional Educator's License with a 3-20 Endorsement, plus meet all the basic competencies and qualifications under section 5440-20 of the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.¹
- Language Skills. Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- Mathematical Skills. Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- Computer Skills and Experience. Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Experience with Microsoft Office preferred.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

PHYSICAL EFFORT AND STRESS

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. The employee is regularly required to talk or hear and regularly required to handle stressful situations and resolve conflict.

WORKING CONDITIONS:

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>