

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	<b>Skill Tech Evening Supervisor</b>
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	August 25, 2010

**POSITION OBJECTIVES:** To supervise the day-to-day operations of the SkillTech evening programs, instructors and students and provide administrative support for the programs.

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

- Design and implement the SkillTech programs under the direction of the CTE Assistant Director in charge of Adult Education.
- Plan, write and implement grants to fund programs in order to best serve the needs of the workforce development program;
- Assist the SkillTech Coordinator with new program development (ex. current solar and wind project)
- Meet with students who are not progressing satisfactorily in a course/program, and develop remedial/support services to ensure student success;
- Maintain positive working relationship with VTC Apprenticeship Program Coordinator (presently Bonnie Chamberlain);
- Oversee safety review of each evening class/program;
- Ensure staff and students adhere to building and disciplinary rules of the school district and CTE;
- Collect attendance and report absences to SkillTech coordinator, apprenticeship coordinator, and/or employers as required by program procedures;
- Coordinate safety drills with daytime and evening building supervisors;
- Supervise activities of the workforce development evening program at CTE;
- Coordinate with maintenance and security staff as needed;
- Supervise preparation of mid-year and annual reports, as required, for all workforce development programs;
- Coordinate with technical center administration for adult technical education planning;
- Assist the SkillTech Coordinator with the preparation and dissemination of brochures and flyers;
- Create displays and attend area job and career fairs;
- Write press releases and contact media to publicize program events;
- Assist the SkillTech Coordinator with writing and placing advertising in various media;
- Host promotional events to enhance technical center participation by the public and targeted populations (such as open house);
- Maintain current information regarding the labor market, educational opportunities, and the changes in business and industry;
- Maintain current information regarding state and federal law as it pertains to adult education and training;
- Communicate daily with potential adult students, outside agencies, businesses (DOL, Reach-up, VSAC, and various local adult agencies and programs) to assist in enrollment and to problem-solve issues that are barriers to successful completion of a course or program;
- Order, coordinate, and distribute program materials.

**SUPERVISION RECEIVED:** Reports to and receives administrative direction from the CTE Principal/Director. Receives technical direction from the SkillTech Coordinator and CTE Assistant Director in charge of Adult Education. Evaluated by the CTE Principal/Director with input from the CTE Assistant Director in charge of Adult Education.

**SUPERVISORY RESPONSIBILITIES:** Trains, assigns/directs and oversees the activities of the SkillTech instructors; plays an advisory role in evaluation, hiring, firing, and compensation of said employees. Addresses employee complaints and resolves problems bringing unusual or difficult problems to the attention of the CTE Principal/Director or the CTE Assistant Director in charge of Adult Education.

**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.** A bachelor’s degree in business or education or other appropriate discipline, previous administrative and/or classroom teaching experience preferred, or a combination of education and business experience from which comparable knowledge and skills are acquired. Knowledge of and experience with technical education programming preferred.
- **Certifications and Licenses.** Must hold a valid Vermont Driver’s license. Valid educator license and previous professional educator experience preferred.
- **Language Skills.** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, brochures, advertising, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of students, instructors, administration, and the general public.
- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- **Computer Skills and Experience.** Ability to effectively use gmail for e-mail and scheduling. Proficient with Microsoft Word or Google Docs. Word Publisher experience and skills also preferred.
- **Reasoning Ability/Mental Requirements.** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **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.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

**PHYSICAL EFFORT AND STRESS.** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	

WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	NA		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	F	X	
CLIMBING	O		X
BALANCING	NA		X
CROUCHING	O	X	
KNEELING	O		X
CRAWLING	NA		X
REACHING (i.e., overhead)	F	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	F	X	
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	F	X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	O
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	O
EXPOSURE (hazardous equipment)	O
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	F
HEIGHTS	O

## Definitions - Physical Demands

**Sitting:** remaining in a seated position

**Standing:** remaining on one's feet in an upright position at a work station without moving about

**Walking:** Moving about on foot

**Seeing:** Perceiving with the eye

**Hearing:** Perceiving or listening to sound by ear

**Talking:** Articulating, speaking or discussing using spoken words

**Dexterity:** Skill in the use of hands and fingers

**Lifting:** Raising or lowering an object from one level to another (includes upward pulling)

**Carrying:** Transporting an object, usually holding it in the hands or arms or on the shoulder

**Bending/Stooping:** Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

**Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

**Pulling:** Exerting force upon an object so that the object moves toward the force (includes jerking).

**Twisting:** Rotating; moving to face in alternate direction.

**Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

**Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

**Crouching:** Bending the body downward and forward by bending the legs and spine.

**Kneeling:** Bending the legs at the knees to come to rest on the knee or knees.

**Crawling:** Moving about on the hands and knees or ha

**Reaching:** Extending the hands and arms in any direction

**Handling:** Seizing, holding, grasping, turning, or working with hands

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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.