

BEAUFORT COUNTY SCHOOL SYSTEM JOB DESCRIPTION
JOB TITLE: COORDINATOR OF SCHOOL IMPROVEMENT & BEGINNING
TEACHERS

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks to provide leadership, support and coordination of curricular and instructional programs across all schools to seek a continuous focus on school improvement. Primary attention will be devoted to curriculum assistance and support in grades K-5. In addition, this role is responsible for supporting all beginning teachers in all schools and in all subjects through the BCS Beginning Teacher Program. This role will lead the development, coordination, implementation, and on-going evaluation of the beginning teacher initiatives in the Beaufort County Schools. They support all beginning teachers who are required to participate in a three-year induction period with a formal orientation, mentor support, and additional observations and evaluation prior to the recommendation for continuing licensure. They also coordinate support for new teachers through principals, other instructional supports, mentors, and academic coaches (where applicable). Reports to the Assistant Superintendent.

ESSENTIAL JOB FUNCTIONS

Assists with the development and implementation of curricular and instructional programs designed to improve instruction and student achievement in all schools.

Specializes in providing support for the K through 5th grade curriculum and instruction programs at all schools.

Provides curricular and instructional support for teachers in high-need schools.

Coordinates the Beginning Teacher Support Program for Beaufort County Schools.

Provides support for all Beginning Teachers, mentors and school leaders.

May coordinate professional development for teachers on district-mandated days as directed.

Works towards developing an improved understanding of adolescents' educational needs on the part of teachers, administrators, and parents.

Stays abreast of current educational developments and the literature; participates in the affairs of state and national professional societies.

Assists in developing strategic plans for improving student achievement.

Proposes budgetary needs for school-wide, level-wide, and/or district-wide implementation of instructional programs.

Works with the process of creating and revision of curriculum guides that are inclusive of pacing, scope, and sequence, instructional strategies, sample assessment items, aligned resources, and linkage to *North Carolina Standard Course of Study*.

Previews, reviews, and evaluates instructional strategies and curricular programs to determine selection and implementation.

Assists principals with school-based staff development plans as directed.

Assists school staff with community relations and parent involvement issues; coordinates with various community agencies to meet the needs of students.

Maintains open communication with all levels of the school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other executive directors to exchange ideas, share information and develop plans.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's Degree in School Administration preferred. Bachelor's degree in education and/or curriculum and instruction and NC Professional Educator's License; or any equivalent combination of training and experience which provides the required knowledge, skill and abilities.

KNOWLEDGE, SKILLS AND ABILITIES

Masterful knowledge of curriculum and best practices.

Knowledge of effective staff development models that lead to the successful development of effective teachers.

Thorough knowledge of best support practices for Beginning Teachers and mentors.

Thorough knowledge of Beginning Teacher requirements established by state and local Boards of Education and by legislation.

Thorough knowledge of DPI and state Board of Education expectations of mentors.

Thorough knowledge of policies and procedures determining which mentors receive pay.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional

Considerable knowledge of the principles of supervision, organization and administration.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Thorough knowledge of the *North Carolina Standard Course of Study*.

Skill in counseling and developing staff.

Ability to assess the needs of students.

Ability to plan, develop, implement and evaluate large programs.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvements.

Ability to use common office machines and popular computer driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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 employees to this job.