



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Director, Charter Schools

**Class Code: 1516
Work Days: 225**

GENERAL PURPOSE

Direct, manage, supervise, and coordinate charter schools' authorization process and oversight; research and track data and legislation pertaining to Charter Schools; serve as the liaison for school and countywide charter school petitioners; and provide highly responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives general direction from higher level management staff.
2. Exercises direct supervision over managerial, professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Manage and participate in the development and implementation of goals, objectives, policies, priorities, and strategic plan.
 2. Direct and coordinate the organization, staffing, and operational activities for Charter Schools.
 3. Monitor legislation pertaining to charter schools; coordinate charter school approval committee for OCDE.
 4. Serve as the liaison for school and countywide charter school petitioners: convene and facilitate a panel of OCDE administrators to review charter school petitions for accuracy, compliance, and efficacy; update charter school petitioners regarding Board dates, progress, and decisions; prepare reports relevant to charter school petitions and matters; and represent OCDE at state and local level for charter school issues and at charter school appellate hearings.
 5. Plan, direct, coordinate, and review the work plan for Charter Schools; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods, and procedures.
 6. Select, train, motivate, lead, and evaluate staff; provide resources and guidance to support staff success; work with employees to improve performance.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

7. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
8. Coordinate activities with those of other divisions and outside agencies and organizations; provide staff assistance to the Associate Superintendent; prepare and present staff reports and other necessary correspondence.
9. Manage and participate in the development and administration of budget for charter schools; forecast additional funds needed for staffing, equipment, materials, and supplies; coordinate the monitoring of and approve expenditures; recommend budgetary adjustments as necessary.
10. Represent OCDE at conferences and departmental meetings.
11. Plan and exchange information with other professionals within the charter school area; acquire and deliver effective services within the program; identify opportunities for improving service delivery methods and procedures; review potential improvements with appropriate management staff; implement improvements.
12. Establish and maintain collaborative relationships with charter school providers. Collaborate with community-based agencies; coordinate training and implementation.
13. Research and respond to questions and concerns from instructional and administrative staff regarding charter schools.
14. Attend and participate in professional group meetings; stay abreast of trends and legislative issues related to charter schools.
15. Demonstrate attendance sufficient to complete the duties of the position as required.
16. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operation, services, activities, and guidelines of internal/external programs and charter schools.
2. Orange County Board of Education policies related to charter schools.
3. Pertinent federal, state, and local legislative regulations.
4. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
5. Recent research findings and trends relating to charter schools.
6. Basic procedures, methods and techniques of budget control.
7. Recent developments, current literature, and sources of information related to charter schools.
8. Procedures, methods, and techniques of project and workflow management and organization.
9. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
10. Community-based organizations, educational agencies, other local, state, and federal agencies related to charter schools.
11. Modern principles and practices of program development and facilitation.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate management, supervisory, professional, and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Develop reporting procedures in order to document, evaluate and make recommendations regarding the effectiveness of programs, services, and products that have been developed to meet the established goals and objectives of the program.
4. Provide administrative and professional leadership and direction for Charter Schools staff.
5. Prepare and administer large and complex budgets; allocate limited resources in a cost effective manner.
6. Elicit community and organizational support for programs.
7. Establish and maintain effective working relationships with various constituencies.
8. Interpret and explain laws, codes, contracts, policies, and procedures.
9. Develop and present training materials.
10. Prepare clear and concise correspondence, reports, and other written materials.
11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
12. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Master's degree from an accredited college or university with major course work in education, administration studies, or a related field and six years of increasingly responsible experience in the areas of school budgets and curriculum; and program development and implementation in public or government entities.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

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