



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

Executive Director, Charter Schools

Class Code: 1653

Work Days: 225

GENERAL PURPOSE

Direct, manage, plan, and provide leadership for charter schools' authorization process and oversight; provide performance management leadership to staff; coordinate assigned activities with other units, divisions, outside agencies, and the general public; and provide 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 being 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. Coordinate and direct communications, information, personnel, and resources to assure smooth and efficient activities and operations related to charter schools' oversight and authorization process; direct the development and implementation of goals and objectives related to charter schools' oversight and authorization; and recommend and implement policies and procedures.
 2. Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor workload, administrative and support systems, and internal reporting relationships; and identify opportunities for improvement.
 3. Monitor legislation pertaining to charter schools; coordinate charter school approval committee for the Orange County Department of Education (OCDE); and provide comments and analysis as appropriate.
 4. Provide performance management leadership to staff; plan, direct, and coordinate with subordinate level managers to identify and resolve problems; assign work activities and projects; monitor workflow; and review and evaluate work products, methods, and procedures.
 5. 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; and prepare reports relevant to charter school petitions and matters.
 6. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
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7. Coordinate activities with those of other divisions and outside agencies and organizations, and prepare and present staff reports and other necessary correspondence.
 8. Develop and administer the charter schools' budget; forecast additional funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures; recommend adjustments as necessary.
 9. Plan and exchange information with other professionals within the charter school area and acquire and deliver effective services within the program.
 10. Establish and maintain collaborative relationships with charter school providers, collaborate with community-based agencies, and coordinate training and implementation.
 11. Represent OCDE at state and local level for charter school issues and at charter school appellate hearings; attend and participate in professional group meetings; and stay abreast of trends and legislative issues related to charter schools.
 12. Respond to and resolve complex and sensitive inquiries and complaints.
 13. Demonstrate attendance sufficient to complete the duties of the position as required.
 14. 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. Organizational and management practices as applied to the analysis and evaluation of programs, policies, and operational needs.
4. Pertinent federal, state, and local legislative regulations.
5. California Education Code, California Administrative Code, and the policies, rules, and regulations of OCDE.
6. Recent research findings and trends relating to charter schools.
7. Basic procedures, methods, and techniques of budget control.
8. Recent developments, current literature, and sources of information related to charter schools.
9. Procedures, methods, and techniques of project and workflow management and organization.
10. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
11. Community-based organizations, educational agencies, and other local, state, and federal agencies related to charter schools.
12. Modern principles and practices of program development and facilitation.

Ability and Skill to:

1. Provide administrative and professional leadership and direction.
2. Select, train, lead, coach, direct the work of, supervise, and evaluate management, supervisory, professional, and technical employees; and effectively delegate authority and responsibility.

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3. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
 4. 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.
 5. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
 6. Prepare and administer large and complex budgets and allocate limited resources in a cost-effective manner.
 7. Research, analyze, and evaluate new service delivery methods, procedures, and techniques.
 8. Establish and maintain effective working relationships with various constituencies.
 9. Interpret and explain laws, codes, contracts, policies, and procedures.
 10. Develop and present training materials.
 11. Prepare clear and concise correspondence, reports, and other written materials.
 12. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 13. Communicate clearly and concisely, both orally and in writing, in English; and 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 a master's degree in education, administration studies, or a related field and six (six) years of experience in the areas of school budgets, curriculum, and program development and implementation in public or government entities; or an equivalent combination of training and experience.

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.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

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 essential functions.

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