

JOB DESCRIPTION

Fayetteville City School System

ESL SUPERVISOR

Purpose Statement

The job of ESL Supervisor was established for the purpose/s of coordinating all English as a Second Language (ESL) programs and related activities; providing information and guidance to teachers and schools; implementing and maintaining services within established guidelines and standards; developing goals and strategic plans; and providing supervision as needed and/or assigned.

This job reports to Director of Schools.

Essential Functions

- Collaborates with others (e.g. teachers, administrators, students, parents, other district personnel, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- Coordinates ESL program components for the purpose of ensuring that student needs are met while maintaining program and district guidelines.
- Evaluates program activities and components for the purpose of ensuring that student needs are met while maintaining program and district guidelines.
- Leads and/or participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Maintains a variety of detailed records in a variety of written and electronic formats (e.g. media communications, budgets, program compliance, etc.) for the purpose of meeting program reporting requirements.
- Manages program budgets, fund balances and related financial activity for the purpose of ensuring that budget amounts and expenses are within budget limits and that sound fiscal practices are followed.
- Prepares a variety of program related reports in both manual and electronic formats (e.g. media communications, translations, guidelines, recommendations, curriculum components, state and federal reporting, etc.) for the purpose of documenting activities, conveying information and ensuring program requirements are met in an effective and timely manner.
- Presents information to district and community groups (e.g. program offerings, participation levels, resources, etc.) for the purpose of promoting program, gaining feedback and complying with established internal controls.
- Promotes involvement and understanding of the ESL program for the purpose of meeting the ongoing needs of, and encouraging participation in the ESL programs and related course offerings.
- Supervises assigned program personnel (e.g. ESL teacher assistants etc.) for the purpose of ensuring individual and program performance objectives are met.

Other Functions

- Performs other related duties as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: analyzing; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem solving; and supervision.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: issues related to ESL programs; concepts of grammar and punctuation; community resources; district policies and procedures, and bookkeeping and budgeting practices.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the function of the job include: adapting to changing work priorities; communication with diverse groups; setting priorities; building collaborative relationships; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and directing the use of budgeted funds within a work unit. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching and/or crawling; and significant fine finger dexterity. Generally the job requires 65% sitting, 20% standing, 15% walking. This job is performed in a generally clean and healthy environment.

Education: Master's degree in job related area.

Experience: Job related experience with increasing levels of responsibility is required, 5 years experience as teacher.

Certificates and Licenses: Teacher's license in ESL.

Clearances: Criminal Justice Fingerprint/Background Clearance.