

ADMINISTRATOR, INTERAGENCY ALTERNATIVE SCHOOLS

Definition

Supervises the planning, assessment, instructional leadership, communication, community relations, safety, and administrative management of the Interagency Alternative Schools under the direction of the coordinator for nontraditional school programs in the Office of Intervention and Preventive Services in the Department of Special Services.

Typical Tasks

Administers the affairs of the Interagency Alternative Schools in compliance with school division policies and legal requirements associated with the management of the assigned human, material, and financial resources. Develops policy, procedures, and plans to ensure an appropriate education for at-risk students; administers and directs the coordination of 41 educational programs located in public agency facilities and other nonschool-based settings for middle and high school students who are assigned by the public agency partners, Fairfax County Public Schools (FCPS) hearing office and the School Board; responsible for the selection, supervision, and evaluation of Interagency Alternative Schools' teachers and support staff; oversees the reapplication and management of multiple federal and state grants; enforces School Board policies regarding attendance and supervises maintenance of attendance policies; interprets School Board policies to students, staff, and the community; develops, or participates in development of a master schedule for the educational portion of the Interagency Alternative Schools program; participates in the selection, evaluation and utilization of instructional material, supplementary tests, multimedia, and other instructional or reference materials; prepares Interagency Alternative Schools budget and supervises the maintenance of financial and budgetary controls; provides instructional leadership; collaborates in the planning, development, implementation, and evaluation of the instructional program and develops and executes appropriate in-service staff development and training programs; plans, implements, supports, and assesses instructional programs; manages collaborative development and implementation of school improvement plans; identifies, analyzes, and resolves problems using effective problem solving techniques; enforces standards of discipline, health, and safety, which promote the general welfare of both students and staff; works in a collegial and collaborative manner with students, parents, agency partners, other administrators, school personnel, and the community to support the success of a diverse student population; creates required and requested reports, forms, and surveys; participates in personnel selections and assignments; models professional, moral, and ethical standards as well as personal integrity in all interactions and counsels staff with respect to same; and plans professional development activities.

Supervision Received/Given

Receives general supervision from a director. Participates in the screening, selection, assignment, supervision, and evaluation of staff, as assigned. Provides guidance and assistance to full-, part-time, and/or hourly employees, as required.

Education/Experience/Skills

Postgraduate Professional License with endorsements in one or more relevant subject areas and with endorsement in administration and supervision preK-12, plus six years of progressively more responsible experience as a teacher, administrator, or supervisor, including some experience related to at-risk students or instructional programs. Can demonstrate knowledge of current

Education/Experience/Skills (continued)

curriculum and instructional practices and trends; knowledge of public school organization and administration and the support activities required; knowledge of FCPS curriculum, instructional goals, procedures, and practices in alternative education programs; knowledge of growth and development and learning theory in specialty; ability to plan, organize, and coordinate comprehensive secondary school instructional and student services programs; knowledge of growth and development and learning theory in specialty; skill in teaching at-risk learners; ability to manage curriculum development, staff development, and related activities and provide a high level of instructional leadership for teachers and administrators; excellent human relations skills and ability to establish and maintain successful cooperative working relationships with appropriate school communities, and school-based and central office staffs; ability to plan, supervise, and evaluate the work of instructional and support staff; ability to develop effective working relationships with students from diverse populations, staff, community, and the general public; and ability to communicate effectively, both orally and in writing.



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