

DeKalb County School District

Position Specification

Title: Director, Fernbank Science Center

DIVISION: Curriculum & Instruction

GRADE/SCHEDULE: 132

DEPARTMENT: Fernbank Science Center

WORKDAYS: 246

REPORTS TO: Chief Academic Officer

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 1, 2021

General Statement of Job

Under general supervision, plans, develops, directs, implements, and monitors Fernbank Science Center; develops grant and public support for Fernbank Science Center; and coordinates operations of Fernbank Science Center with school system officials.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none">• Directs all aspects of the daily operations of the Fernbank Science Center; and provides direct supervision to Fernbank Center staff
<ul style="list-style-type: none">• Writes grants and generates funds for the Fernbank Science Center
<ul style="list-style-type: none">• Collaborates with other administrators within and external to the school system relative to services provided at the Fernbank Science Center
<ul style="list-style-type: none">• Develops and evaluates exhibits and programs for the Fernbank Science Center
<ul style="list-style-type: none">• Serves as school system's representative for the Fernbank Science Center
<ul style="list-style-type: none">• Performs other duties as assigned

Education and/or Experience

Master's degree from a Professional Standards Commission approved accredited college or university is required.

Minimum of five (5) years previous experience with demonstrated successful advancement as a manager or administrator of a science center or museum required.

Certificates, Licenses, Permits

Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above preferred.

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Knowledge, Skills & Abilities

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; science curriculum guidelines for the school system; relevant federal, state and local requirements including national and state standards; best practices in science education and science center operations; standardized testing in accordance with school system policies and state laws; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment

Skill in coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; teacher and staff mentoring; public relations and customer service; preparing assignments and tests for in-school preparation and homework; maintaining order in a classroom setting; administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; understand and explain complex topics in science and scientific technology to a wide audience; resolve citizen, parent and teacher complaints; effectively manage the work of and interact with scientists and teachers with advanced degrees; plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; accurately retain and collect data; use relevant computer applications; organize work, prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes

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are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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