



Job Description

Job Title: Activities Director

Department: Administration

FLSA Status: Exempt

General Definition of Work:

Under the direction of the building principals and superintendent, but primarily the high school principal, the Activities Director is responsible for leading, supervising and overseeing the total after school student activity programs within Virginia Public Schools within the policies of the District, and rules and guidelines of the National Federation, Minnesota High School League, and area conferences. The Activities Director is responsible for assuring a whole child approach with respect to entire programs in order to best meet the needs of students and the community. This position also runs the Virginia Community Education program.

Performs difficult professional and administrative work developing and maintaining an effective educational program consistent with state and federal guidelines and the philosophy, policies and goals of the School Board, ensuring student safety, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the superintendent and building principals.

Qualification Requirements:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions:

Willing to and actively challenges the status quo. Uses a variety of data to identify necessary change initiatives. Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent. Communicates and operates from strong ideals and beliefs about school and learning. Possesses well-defined ideals and beliefs about schools and learning that align with district non-negotiable goals and creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff.

Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and learning throughout the community. Inspires and leads new and challenging innovations. Inspires coaches and staff to individually and collectively accomplish school goals. Establishes strong lines of communication with teachers, coaches, associations, booster clubs, and community groups. Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school. Ensures that the coaches and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture. Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities. Establishes clear goals and keeps those goals in the forefront of the school's attention. Understands the importance of setting high expectations for student and adult learning and achievement. Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement. Provides staff with tools, materials, equipment and professional development necessary for the execution of their jobs. Ensures that all staff have professional development that enhances their skills and abilities.

Seeks out additional resources to maximize outcomes for all students and adults. Fosters shared beliefs and a sense of community and cooperation. Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school. Involves faculty and staff in the design and implementation of important decisions. Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions. Makes quality contacts and interactions with faculty, staff and students. Develops a systematic and strategic plan for visibility that includes frequent visits to classrooms and work areas. Frequent interactions with all stakeholder groups. Uses visits and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.

Establishes a set of standard operating procedures and routines. Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly and enhances student, faculty and staff to engage in meaningful and productive work. Lead advocate and spokesperson of the school to all stakeholders. Uses community relationships as both tangible and intangible assets to engage all stakeholders in family and community involvement initiatives. Demonstrates awareness of the personal aspects of all faculty and staff. Implements strategies to ensure productive working relationships. Recognizes and rewards and celebrates school and individual accomplishments and acknowledges failures. Inspires all stakeholders to make significant contributions. Protects coaches and staff from issues and influences that would detract from their time or focus. Serves as a champion for protecting and maximizing coaching and instructional time and focus to assure an effective learning environment. Performs other duties as assigned.

This position supervises, evaluates, and delegates responsibilities accordingly. Develops and maintains a handbook for coaches and advisors. Assists, advises and implements procedures for improving after school advisors and all coaches and after school instructors and community educators. Supervises coaches. Plans and schedules all activity events. Develops and coordinates supervision schedules for home activity events using administrators, site managers, officials, volunteers, etc. Coordinates the public relations and publicity for all activity events and programs. Prepares and recommends the

budget for the activity's program. Approves and authorizes an expenditure and payment of all invoices and purchases orders. Coordinates and monitors and accounting and tracking of the department budget. Supervises the use and coordinates the maintenance of all school-owned equipment, supplies and physical facilities used by the activities program. Collaborates with the Maintenance Director of athletic fields on their improvements.

Knowledge, Skills and Abilities:

Comprehensive knowledge of the policies, practices, methods and techniques used in the administration and supervision of a school; thorough knowledge of prescribed school board policies and procedures; thorough skill in oral and written communication; thorough skill in the use of personal computers and related software packages; thorough skills in outstanding leadership and personal characteristics; ability to motivate others to reach their fullest potential; ability to make arithmetic computations using whole numbers, fractions and decimals; ability to compute rates, ratios and percentages; ability to understand and apply governmental accounting practices in maintenance of financial records; ability to establish and maintain effective working relationships with associates, area activities directors, coaches, the Minnesota High School League, the school board, parents, elected officials, students, staff, superintendent and the general public. Completes all federal and state title applications.

Education and Experience:

Bachelor's degree in education, or related field and moderate experience teaching, or equivalent combination of education and experience. Certification as an athletic/activities director preferred. Head coaching experience is preferred.

Physical Requirements:

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires sitting, frequently requires speaking or hearing and reaching with hands and arms and occasionally requires standing, walking, using hands to finger, handle or feel, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines, operating motor vehicles or equipment and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements: Minnesota Education Administrator License preferred.

Last Revised: 10/20 (V)

