TITLE

# Safety Coordinator

#### **QUALIFICATIONS** 1. Valid Tennessee teacher's license with appropriate endorsement;

- 2. Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a Master's Degree; and
- 3. Meets the health and physical requirements.

## JOB GOAL To ensure that the necessary safety and disaster plans are in place; that personnel are aware of the plans and their respective roles; and ensure that all schools and school system as a whole operates as safely as possible.

### **ESSENTIAL FUNCTIONS**

Safety:

- 1. Design, implement, and maintain an effective, up-to-date Crisis Management Plan for the school system;
- 2. Oversee the Disaster Plans of each school, make sure that the plans are kept up-to-date;
- 3. Monitor and visit the Alternative School (minimum of once a week), keep appropriate records as needed, and make appropriate recommendations based on the monitoring;
- 4. Monitor (together with the Maintenance Supervisor and other supervisors) every school, at least three times annually, in regard to maintenance and observable safety concerns. Maintain appropriate documentation, share information of this monitoring as needed; and
- 5. Perform other duties as deemed necessary by the Director of Schools.

## PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

- 1. Stooping and/or kneeling
- 2. Reaching
- 3. Talking
- 4. Hearing
- 5. Seeing

#### **TEMPERAMENT (Personal Traits)**

- 1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- 2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- 3. Adaptability to dealing with people beyond giving and receiving instruction.
- 4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.
- 5. Good communication skills.
- 6. Good organizational skills.
- 7. Ability to meet the public well.

8. Enthusiasm

# CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- 1. *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- 2. <u>Verbal</u>: Ability to understand meanings of words and the ideas associated with them.
- 3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
- 4. <u>Spatial:</u> Ability to comprehend forms in space and understand relationships of plane and solid objects.
- 5. *Form Perception:* To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
- 6. *Data Perception:* Ability to understand and interpret information presented in the form of graphs, charts, or tables.

### WORK CONDITIONS

Normal working environment in a rural school system.

Responsibilities require this employee to on all school sites periodically.

This supervisor is expected to work 240 days annually (beginning July 1 through the following June 30) – this includes the typical 200 day calendar for certified employees plus forty additional days.

An eight hour work day is the norm – typical hours are from 8:00 am until 4:00 pm.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act* (*FLSA*) in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.