



# Frameworks

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| <b>JOB TITLE:</b>     | Executive Director   | <b>FLSA:</b>    | Exempt    |
| <b>DEPARTMENT:</b>    | Frameworks   | <b>UPDATED:</b> | 08/17/18  |
| <b>WORK LOCATION:</b> | Frameworks   | <b>STATUS:</b>  | Full-time |
| <b>SUPERVISOR:</b>    | Board of Directors   |                 |           |
| <b>SUPERVISES:</b>    | Education Director, Development & Marketing Director,<br>Business Director, SEL Director |                 |           |

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The Executive Director is the chief executive officer of Frameworks. S/he is knowledgeable in all aspects of the organization and adheres to the mission and purpose as stated in the Bylaws of Frameworks. The Executive Director reports to the Board of Trustees, with direct supervision by the Board President.

## **Essential Functions**

***The Executive Director will oversee all financial operations of the organization by:***

1. Developing and operating within an annual budget in partnership with the Administration and Finance Committee of the Board of Trustees.
2. Providing direction for maintenance of financial records of the company's accountant and the Treasurer of the Board of Trustees.
3. Developing and preparing, in partnership with the organization's accountant, all financial reports requested by the Board of Trustees.
4. Working with the Executive Committee (and legal counsel if necessary) to approve and sign all contracts on behalf of the organization.

***The Executive Director will set and achieve development and fundraising goals by:***

1. Working with staff and specific committees to set goals for obtaining income and in-kind donations from foundations, sponsors, individual patrons, and businesses.
2. Developing prospective grant sources, the preparation of grant applications, and the reporting requirements of grantors.
3. Developing sponsor benefit packages, recruitment strategies and cultivation of such sponsors.
4. Overseeing the development and implementation of programs to increase income from individual donors.
5. Leading staff, Trustees, and other volunteers to organize and implement appropriate fundraising events in the community.
6. Communicate with stakeholders to keep them informed.
7. Establish good working relationships and collaborative arrangements with community groups, funders, civic leaders, and others to help achieve organizational goals
8. Leading Trustees and staff through a strategic planning process and create corresponding annual business plans and budgets.



***The Executive Director will provide administrative leadership to all aspects of the organization by:***

1. Overseeing the development and implementation of the human resources policies, procedures and practices.
2. Hiring and retaining competent, qualified staff, including the provision of orientation, training, performance management, and evaluation processes.
3. Providing reports as required by the Board of Trustees.
4. Coordinating the organization of materials and meetings for the Board of Trustees in consultation with the Board President.
5. Facilitating communication among all employees.
6. Conducting regularly scheduled group and individual staff meetings.

***The Executive Director will oversee all program operations of the organization by:***

1. Understanding, exemplifying, and advocating for the mission of the organization.
2. Maintaining a working knowledge of the organization's programs and program sites, including regular visits.
3. Building and maintaining relationships with key partners, including current and potential funders, and school district leadership.
4. Staying informed regarding the planning, implementation, and evaluation of programs and services, ensuring that they contribute to the mission and reflect the Board's priorities.
5. Ensuring that the organization meets expectations of its clients, Board and fundraisers.

**Qualifications:**

- A bachelor's degree required, master's degree preferred
- Transparent and high integrity leadership
- Five or more years senior nonprofit management experience or commensurate leadership experience; experience in a K-12 setting and/or social and emotional learning experience a plus
- Solid, hands-on, budget management skills, including budget preparation, analysis, decision-making and reporting
- Strong organizational abilities including planning, delegating, program development and task facilitation
- Ability to convey a vision of Frameworks' strategic future to staff, board, volunteers and donors
- Knowledge of fundraising strategies and donor relations unique to nonprofit sector
- Skills to collaborate with and motivate board members and other volunteers
- Strong written and oral communication skills
- Ability to interface and engage diverse volunteer and donor groups
- Demonstrated ability to oversee and collaborate with staff
- Strong public speaking ability



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## **The successful Executive Director will:**

- Demonstrate flexibility, versatility, and tolerance in a changing work environment while maintaining effectiveness and efficiency.
- Understand ethical behavior and business practices and model those behaviors and the values of Frameworks.
- Establish and maintain positive working relationships with others to achieve organizational goals.
- Speak, listen and write in a clear, thorough and timely manner using appropriate and effective communication tools and techniques.
- Develop new and unique ways to improve operations of the organization and to create new opportunities.
- Anticipate, understand, and respond to the needs of internal and external clients to meet or exceed their expectations within the organizational parameters.
- Work cooperatively and effectively with others to set goals, resolve problems, and make decisions that enhance organizational effectiveness.
- Positively influence others to achieve results that are in the best interest of the organization.
- Assess situations to determine the importance, urgency and risks, and make clear decisions which are timely and in the best interests of the organization.
- Set priorities, develop a work schedule, monitor progress towards goals, and track details, data, information and activities
- Determine strategies to move the organization forward, set goals, create and implement actions plans, and evaluate the process and results.
- Assess problems to identify causes, gather and process relevant information, generate possible solutions, and make recommendations and/or resolve the issue.
- Assess options and actions based on trends and conditions in the environment, and the vision and values of the organization.

## **Non-Essential Functions:**

- Other duties as required.

## **Mental Skills and Abilities:**

- Math* - college/graduate level ability; to calculate variables, formulas, ratio and proportion; to use practical application of fractions, percentages, and statistics; working knowledge of quantitative and qualitative research methodologies.
- Reading* - Ability to read and understand technical journals, manuals, reference books, legal documents and financial reports.
- Writing* - Ability to write business letters, expositions, summaries, training manuals and reports using proper format and conforming to rules of punctuation, grammar, diction and style.
- Speaking* - Ability to be conversant in the principles and methods of effective and persuasive speaking and discussion; and to participate in panel discussions using clear and distinct speaking voice with appropriate pauses and emphasis, correct pronunciation, and variation in word order.
- Reasoning Ability* - Ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret a variety of instructions; to plan work and develop procedures; to learn and/or evaluate information in order to make judgments and decisions.

## **Work Situations:**



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- Communication* - The ability to relate to people in situations involving more than giving and receiving instructions.
- Direction, Control and Planning* - Adaptable to accepting responsibility for the direction, control, and planning of a department. The employee may be in a position to negotiate, organize, direct, formulate practices, or make final decisions.
- Feelings or Ideas* - Adaptable to situations involving the interpretation of feelings or ideas in terms of personal viewpoint. The employee may be called upon to use creativity, self-expression, or imagination.
- Influencing* - Adaptable to influencing people in their opinions, attitudes, or judgments. The employee may be in a position to motivate, convince, or negotiate.
- Measurable or Verifiable Criteria* - Adaptable to making generalizations, judgments, or decisions based on measurable or verifiable criteria. The employee may make evaluations on the basis of data.
- Performing Under Stress* - Adaptable to situations requiring the precise attainment of set limits, tolerances, or standards. The employee may need to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- Repetitive, Continuous* - Adaptable to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. The employee may perform work that is inherently of a repetitive nature.
- Sensory or Judgmental Criteria* - Adaptable to making generalizations, judgments, or decisions based on sensory or judgmental criteria. The employee may rely on one or more of the five physical senses or rely on knowledge gained by experience to make evaluations.
- Set Limits, Tolerances, or Standards* - Adaptable to performing under stress when confronted with emergency, critical, unusual, and/or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job.
- Variety and Change* – Adaptable to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Several duties in a job that require significant differences in technologies, techniques, procedures, working conditions, physical demands, and/or situations constitute this factor.

## **Physical Demands:**

- Light Work* - Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- Balancing* - Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery, or moving surfaces.
- Carrying* - Supporting the weight of an object with hands and arms and moving from one place to another.
- Climbing* - Ascending or descending stairs using feet and legs and/or hands and arms.
- Crouching* - Bending the body downward and forward by bending legs and spine.
- Fingering* - Picking, pinching, or otherwise working with fingers.
- Eye-Hand-Foot Coordination* - The ability to coordinate hand and/or foot motions with visual stimuli in order to engage in or perform physical activities, such as typing, operating vehicles or mechanical equipment, etc.
- Handling* - Seizing, holding, grasping, turning, or otherwise working with fingers and/or hands.
- Hearing* - Perceiving the nature, intent or meaning of sounds.
- Kneeling* - Bending legs at the knee to come to a rest on knee or knees.
- Lifting* - Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- Pulling* - Exerting a force so as to move an object toward the individual.



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- Pushing* - Using upper extremities to press against something with steady force in order to move forward, downward, or outward.
- Reaching* - Extending hand(s) and arm(s) in any direction, especially upward in placing or retrieving objects.
- Sitting* - To rest the body upright supported by the buttocks and thighs.
- Standing* - To be upright supported by the buttocks and thighs.
- Talking* - Expressing or exchanging ideas by means of the spoken word.
- Walking* - Moving about on foot to accomplish tasks.
- Seeing* - The ability to perceive the nature of objects by the eye. The important aspects of vision are:
  - (a) Clarity of vision at 20 inches or less.
  - (b) Clarity of vision at 20 feet or more.
  - (c) The ability to judge distance and space relationships.
  - (d) The ability to identify and distinguish colors.

### **Other Requirements:**

- Travel* - will require occasional travel.
- Valid State Driver's License.
- Successfully pass a pre-hire background screening, level II background check and drug testing evaluation.

### **Environment:**

- Employee is subject to inside and occasional outside environmental conditions. Protection from weather conditions but not necessarily from temperature changes when inside.

### **Tools and Equipment Used:**

- Personal computer, Fax machine, Telephone, Computer Printers, Calculator, Copier, and Automobile.

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*I certify that I have reviewed and understand all of the requirements of performing this job and that I am capable of meeting each and every requirement, with or without reasonable accommodation. I understand that the essential and/or non-essential functions and the associated abilities, requirements and conditions outlined above describe the general nature and level of the work performed. I understand that they are not intended to and in no way represent an exhaustive listing of all tasks involved in performing the job. I understand that business necessity may dictate changes in the position requirements at any time. I understand that even though I may be able to perform the job, there are other requirements I must meet before being offered the job. I understand that I must perform all essential and non-essential functions in a manner that is not hazardous to myself or to others. I also understand that any employment relationship with this company is of an "at-will" nature, which means that if employed I will be free to resign at any time, and that the Company may terminate my employment at any time, with or without prior notice.*

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Signature

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Date