

**Unitarian Universalist Society of Oneonta  
Director of Religious Education**

<b>Reports to:</b>	Minister
<b>Status:</b>	20 hours per week
<b>FLSA:</b>	Exempt
<b>Benefits:</b>	1 month of paid time off per Employee Handbook
<b>Supervises:</b>	Childcare providers
<b>Effective:</b>	May 27, 2021

**Job Summary**

The Director of Religious Education directs the children's and teen religious education program of the Unitarian Universalist Society of Oneonta. The DRE works autonomously with a moderate level of authority, collaborates with Minister, staff, and the Religious Education team. The DRE recruits, trains, and supports religious education volunteers. The DRE ensures Safer Congregations best practice protocols are followed and is the frontline staff support for families. The DRE hires, supervises, and terminates employment of childcare providers.

**Essential Functions**

**Program Direction**

- Select, plan, adapt, and evaluate neuro-diverse religious education curriculum for all age groups.
- Recruit, train, support, and schedule religious education leaders for kindergarten through 8<sup>th</sup> grade, including coming of age programs.
- Recruit, train, support, and schedule advisors for teen programming.
- Oversee regular OWL program, including recruiting trained facilitators.
- May delegate aspects of the above to volunteers and/or the RE Team.
- Facilitate occasional parent courses, trainings, workshops, or orientations to support the children's, teens, or OWL programs.
- Ensure safer congregations best practices, protocols, and policies are implemented and followed, including regular background checks for all volunteers working with children and teens. Develop policies as needed.
- Foster welcoming environment for all children, teens, and families.
- Provide frontline support and communication with families.
- Lead or recruit others to participate in Time for All Ages in worship, in consultation with the Minister and/or Worship Associates Team as needed
- Collaborate with and plan multigenerational or children/teen directed worship with Minister and religious education team.
- Coordinate opportunities for wider UU involvement for children, teens, and families (family camps, youth conferences, and leadership workshops).
- Recommend community-building and social justice activities for children, teens, and families.

- Supervise, schedule, hire, and recruit childcare providers.
- Facilitates religious education team meetings. The religious education team supports the DRE and the RE program.

### **Administration and Communication**

- Maintain registration records, files, and lists of children and teens enrolled in program.
- Administer program budget, in consultation with the Minister and religious education team.
- Monitor and maintain religious education supplies, learning areas, nursery space, and children's library
- Communicate with families and congregation (e.g., newsletter articles, social media posts, etc.)

### **Other Responsibilities**

- Attend core staff and staff meetings. Attend worship planning meetings as needed in consultation with the Minister. Attend Board meetings, as requested by the Minister.
- Uphold UUSO Staff Covenant.
- Maintain and promote appropriate professional boundaries and right relations with minister, staff, and congregants.
- Maintain membership with the Liberal Religious Educators Association (LREDA) and the UUA by attending meetings, conferences, and/or workshops and reviewing regular correspondence.

### **Minimum Qualifications**

- 1 to 3 years of experience in education and/or child development
- Experience teaching and working with neuro-diverse children and youth
- Ability to work most Sundays
- Willing to take and pass a background check

### **Physical Requirements**

- Able to move freely in and out of different settings: church building and businesses
- Ability to use a computer, printer, and other office equipment to support the role
- Willing to speak or learn to speak in a public forum

### **Core Competencies**

**Compassion and Care:** Exudes a natural sense of care for the well-being of others; responds with empathy to the life circumstances of others; communicates a sense of support in their very presence; demonstrates appropriate and bounded expressions of care.

**Integrity and Trust:** Is seen as trustworthy by others; practices direct, honest and transparent communication; keeps confidences; admits mistakes; responds to situations with constancy and reliability.

**Interpersonal Skills:** Establishes good working relationships with all others who are relevant to the completion of work; works well with people at all levels of the congregation; builds appropriate rapport; considers the impact of their actions on others; uses diplomacy and tact; is approachable; uses direct communication.

**Personal Resilience:** Can effectively cope with change and uncertainty; can shift gears comfortably; can decide and act without having the total picture; is flexible.

**Self-Differentiation:** Demonstrates strong and appropriate personal boundaries in relationships; has a healthy appreciation of self, without being egotistical; is emotionally mature; can maintain a non-anxious presence during turmoil; not overly dependent upon outside affirmation; works to build a strong personal support system.

**Project Management:** Identifies the key objectives and scope of a proposed project; garners needed resources and project support, develops a realistic and thorough plan for achieving key objectives, keeps team members briefed on progress, implements action plans, communicates progress to sponsors, identifies and resolves barriers and problems

**People/Volunteer Management:** Provides direction, gains commitment, facilitates change and achieves results through the efficient, creative and responsible deployment of volunteers; engages people in their areas of giftedness and passion.

**Team Orientation:** demonstrates interest, skill and success in team environments; promotes group goals ahead of personal agendas; steps up to offer self as a resource to other members of the team; understands and supports the importance of teamwork; shares credit for success with others, takes responsibility for his or her part in team challenges and failures.