

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CHIEF CURRICULUM AND ORGANIZATIONAL DEVELOPMENT OFFICER

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in directing the curriculum operations and staff organization development in the county school system. Employee is responsible for analyzing, implementing, monitoring and assessing the results of the system-wide organizational development needs; setting specific goals, developing training programs to meet specific needs, and evaluating effectiveness of implemented programs. Employee assists individual schools and individuals with identifying existing internal/external development opportunities. Employee works with other divisions and outside agencies to share information and determine the most effective means of meeting student needs. Employee assists with developing strategic plans for the system. Reports directly to the Chief Academic Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Serves as leader of Organizational Development division; directly supervises the Director of Professional Development.

Organizes, directs and evaluates groups of staff development coaches; sets goals and assist with planning programs; assists subordinates with decision making and problem solving; monitoring progress of programs.

Maintains a calendar of professional development offerings and works with Human Resources to transfer the continuing education units for certified staff renewal.

Works with other Chief Academic Officer to evaluate existing professional development needs; based on general observation and the results of testing, determines the need to update organizational development efforts.

Works with other Cabinet members to evaluate human resource needs and provide training for other job category of employee.

Works with the Executive Director of Federal and Special Programs supporting the operation of federal and special programs for Guilford County Schools through professional development planning.

CHIEF ORGANIZATIONAL DEVELOPMENT OFFICER

Prepares and delivers written and oral presentations on organizational development to the Board of Education, principals, teachers, parents, and community groups; attends regular meetings of the Board; conducts staff meetings; attends other related meetings.

Conducts special projects as requested; serves as a guest speaker at various school system and/or community functions; makes presentations as required, performs other tasks requested by the Superintendent and/or the Chief of Staff.

Maintains various records and creates summary reports of progress in the division.

Assumes leadership role on the Superintendent's Cabinet; assist with long-range strategic planning; assists with developing system-wide budget, plans, policies and activities; performs various duties assigned by the Superintendent and/or Chief of Staff.

Supervises and conducts personnel administration duties for direct report subordinates, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

ADDITIONAL JOB FUNCTIONS

Monitors legislation affecting school system as it pertains to curriculum and organizational development issues.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in education administration, and 10 to 15 years of experience in school administration, including knowledge of curriculum instruction and coordination. Doctoral degree in Education in an area related to organizational development services preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, calculators, copiers, facsimile machines, etc. Must be able to exert an eligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

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Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read correspondence, reports, forms, billing statements, invoices, financial statements, roster, insurance forms, turnaround documents, etc. Requires the ability to prepare correspondence, forms, reports, billing statements, invoices, and financial statements using proper format. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English and government technology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; to determine percentages and decimals; and to apply the principles of algebra and geometry.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of Organizational Development plans offered by school system

Thorough knowledge of federal, state, and local regulations regarding curriculum planning and organizational development

Thorough knowledge of County and School Board policies, procedures and standards regarding education

Considerable knowledge of the organization and communication channels of the school system

Considerable knowledge of the ethic guidelines applicable to the position as outlined by professional organizations and/or federal, state, and local laws, rules, and regulations

Considerable knowledge of the current literature, trends, methods, and developments in the area of curriculum planning and organizational development

Considerable knowledge of principles of supervision, organization and administration
Skill in assisting, developing and supporting staff

Skill in collecting new ideas on curriculum planning organization development from outside sources

Ability to review and evaluate the overall effectiveness of large programs

Ability to develop goals and long-range plans for large programs

Ability to develop policies, procedures and standards for services offered

Ability to accurately interpret state and federal regulations and school policies

Ability to use common office machine, including popular computer-driven word processing, spreadsheet and file maintenance programs

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Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information

Ability to effectively express ideas orally and in writing

Ability to make oral presentations before large groups of people

Ability to establish and maintain effective working relationship as necessitated by work assignment

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.