

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CHIEF HUMAN RESOURCES OFFICER HUMAN RESOURCES DIVISION

GENERAL STATEMENT OF JOB

Develops the vision, mission, goals and objectives for human resources in collaboration with other district leaders to ensure that GCS recruits, maintains, develops, recognizes and rewards a high quality workforce that can manage ongoing change successfully while meeting the diverse needs of students, parents and the community. Under limited supervision, performs a variety of supervisory and administrative tasks in directing and carrying out the Guilford County School system personnel administration policies and procedures including a wide variety of human resources programs and activities. Work involves directing the development and/or coordination of programs and policies in such personnel components as recruitment, staffing, operation services, employee relations, employee benefits, insurance, and employee health services. Employee is also responsible for interpreting existing personnel ordinances, policies and procedures; addressing employee complaints or concerns; assisting elected officials in personnel matters; and acting as liaison to outside organizations and agencies involved in school personnel matters. Employee works with other cabinet members and outside agencies to share information and determine the most effective means of meeting personnel administrative needs and services. Employee assists with developing strategic plans for the system. Employee must exercise initiative and independent judgment in ensuring proper administration of personnel programs. Employee must also exercise tact and courtesy in frequent contact with employees, elected officials and representatives of outside agencies and organizations. Reports to the Superintendent of Schools.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Creates and executes plan for human resource and organizational development in alignment with GCS core values (adopted by the Board of Education) and the district's strategic plan. Organizational development includes but is not limited to identifying current and future needs of the organization and aligning various processes and procedures such as recruitment, selection, orientation, on-boarding, career development and pathways, professional and leadership development/training, evaluation, and retention/recognition/reward strategies.

Directs the planning, development, coordination, and evaluation of operations of the personnel department including establishing department goals and objectives.

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Takes a proactive role in identifying and responding to issues of interest to employees; works in collaboration with District Relations to ensure proactive and effective employee communications regarding human resources including but not limited to topics such as benefit enrollment and changes, annual employee satisfaction surveys, pilot projects and incentives, etc.

Works closely with the Executive Director-Human Resources and Executive Director-Talent Development in the planning, directing, supervising, assigning, and evaluating of the school's recruitment activities, such as applicant interviewing, administration and scoring of examinations, determination of applicant qualifications, establishment and maintenance of registers of eligible, certification and referral of applicants, background investigations and reference checks.

Works closely with the Executive Director-Human Resources and Executive Director-Operations in the planning, directing, supervision, assignment, and evaluation of the school's staffing, employee relations, employee benefits, insurance, health, and operational support services activities.

Directs investigation, analysis and method formulation for handling special projects; evaluates final results; reviews various prepared reports and performs special projects; advises and consults BOE; Superintendent, Chief of Staff and/or other cabinet members on a variety of non-routine matters.

Directs the investigation, analysis, and decision making process regarding personnel problems and/or other related policy issues.

Directs the administration of Equal Employment Opportunity/Affirmative Action programs; develops effective minority/female/handicapped recruiting programs.

Directs the administration of the school system's compensation and performance evaluation programs, including job descriptions, salary surveys and position reclassifications.

Oversees department's advice, support, and assistance functions in interpreting policies and procedures and in counseling directors, officers, employees and other government agencies on employment, record keeping, retirement, grievance and other personnel matters and procedures.

Determines the HR training needs throughout the school system; develops and plans training programs to meet the established needs; coordinates the implementation of both on-going and special interest training programs.

Directs the development of methods for interaction between employees and managers concerning job responsibilities in order to enhance job satisfaction, solve job-related problems and improve organizational effectiveness; assists in creating a work environment which emphasizes a commitment to service as a means to achieving personal satisfaction.

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Conducts annual research regarding employee satisfaction, morale and communications.

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 of Schools.

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

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

Stays abreast of current research and best practices in human resources management and development in educational and non-education-related settings, and adjusts plans, policies and procedures accordingly.

Is well-informed regarding current local, state and federal laws regarding human resources management and development; stays abreast of state and federal public policy changes that could impact GCS.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in education administration, public or business administration, and 6 to 10 years of progressively responsible experience in public personnel administration and management, including three years of public sector human resources work and six years in a supervisory capacity; 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 machinery and equipment including computers, typewriters, copiers, facsimile machines, etc. Must be able to exert a negligible amount of force constantly to move objects. Physical demand requirements are in excess of those for Sedentary Work. Light Work usually requires walking or standing to a significant degree. However, if the use of arm and/or leg controls requires exertion of forces greater than that for Sedentary Work and the worker sits most of the time, the job is rated for Light Work.

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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 giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, ordinances, forms, charts, etc. Requires the ability to prepare correspondence, reports, budgets, personnel records, requests for proposals, forms, studies, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

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 a variety of technical or professional languages including insurance, personnel and governmental terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

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

Motor Coordination: Requires the ability to 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. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require 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 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 the principles, procedures and practices of public personnel administration.

Thorough knowledge of federal, state and local laws, rules and regulations governing personnel administration.

Thorough knowledge of the policies, procedures, methods, and practices of filing insurance and worker's compensation claims.

Thorough knowledge of the School System's organization and operational policies and procedures.

Thorough knowledge of ethical guidelines applicable to the position as outlined by professional standards and/or federal, state and local laws, rules and regulations.

Thorough knowledge of personnel and management principles, practices and techniques as they relate to the administration of manpower resources and planning, position management, staff development and training, policy development and administration, employee relations, and related personnel and management functions and services.

Considerable knowledge of the current literature, trends, and developments in the field of personnel administration.

Considerable knowledge of the principles of supervision, organization and administration.

Thorough knowledge of administrative, managerial and supervisory practices and techniques involved in directing personnel management programs and services.

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

Ability to provide leadership and to supervise the planning, development and establishment of new, modified and/or improved personnel programs, services and activities.

Ability to organize and supervise effective personnel management programs and services, and to promote personnel management practices as a part of the total management process.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

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Ability to establish and maintain effective working relationships as necessitated by work assignments.

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.