

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CHIEF OF SCHOOLS

GENERAL STATEMENT OF JOB

Under little or no direct supervision, performs a variety of supervisory and administrative tasks in directing and monitoring the programs and services for all schools in the Guilford County School System. Employee plans, directs and reviews the activities and operations of the Principal Supervisor Offices and schools, including assessing needs, developing programs, and implementing services for students; coordinates the efforts of federal, state, and local agencies, parents, and division supervisors to provide the services needed by students as determined by District staff. Employee should exhibit knowledge and skills in effective leadership, strategic planning, change leadership, and management. Reports to the Superintendent.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

- Oversee and supervise principal supervisors and school leaders ensuring that all team members are accountable for meeting clear expectations that ensures that every child---in every school and every neighborhood---has access to a world-class learning experience resulting in graduation from high school college- and career-ready.
- Provides strategic leadership in the design, planning and implementation and evaluation of goals, short and long-range plans and programs in the areas of school improvement plans and overall school performance.
- Gathers, analyzes and interprets data to make recommendations for ongoing improvement.
- Provides leadership for the District initiatives in the areas of learning and teaching, organizational development, transformation and technology to increase the efficiency and effectiveness of services
- Monitors and facilitates program mandates established by the federal government, NC state Department of Public Instruction, the Board of Education and the superintendent.
- Responsible for the leadership, direction and evaluation of Principal Supervisors and School Administrators
- Supervises and conducts personnel administration duties for direct subordinates, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports and granting leave.
- Determines the type of programs needed by schools and makes appropriate recommendations; addresses the needs of staff.
- Provide leadership in the analysis of data regarding the effectiveness of school district programming.
- Maintain a cutting-edge awareness of promising practices and innovations in programs and policies for teaching, learning, and school design that can be utilized/implemented to increase student achievement of all categories of students
- Lead the identification, recruitment and selection of new school administrators that are committed to a standard of excellence and can bring results.
- In collaboration with the Chief Academic Officer and the executive leadership team, develops a network strategy for implementation of the district's instructional vision and is accountable for implementing initiatives and strategies aligned with District goals and priorities that improve learning opportunities for all students.

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- Develop, articulate and enact a compelling vision and theory of action for school leadership and transformation
- Lead the change management process, which focuses on transforming schools and in a dramatic increase in student achievement
- Collaborate with Principal Supervisors and their administrative teams to assess the needs of their schools through the analysis of data and student outcomes in the development of School Improvement Plans.
- Increase student achievement on measures that matter for college & career readiness; eliminate achievement gaps.
- Increase the high school graduation rate and ensure every child graduates college and career-ready as evidenced by state and local assessments and other measures as appropriate.
- Continually monitors student achievement, using multiple sources of data, and recommends actions and initiatives to foster continuous improvement in student achievement.
- In collaboration with Principal Supervisors and school administrators, foster meaningful relationships with families and community partners to provide holistic support for students under our charge within and across schools, respond to opportunities and challenges presented by an ethnically and culturally diverse community and create a strong neighborhood support structure to ensure all students are achieving.
- Communicate with all Principal Supervisors on a regular basis and ensure effective systems and structures are in place to maintain a results-focused, efficient drive toward student achievement goals.
- Maintains positive, productive and effective relationships with principal supervisors, principals, supervisors and other instructional staff and district administrators.
- Supervise and cultivate Instructional Leaders to ensure the development of high performing school teams that integrate a data-driven, equity-focused, and multi-tiered approach to increasing student achievement.
- Assessing leadership capacity and developing an individualized Professional Development Plan (“PDP”) with the help of principal supervisors for each principal, which includes conducting regular formal and informal evaluations to support the achievement of their performance plans and goals of the PDP.
- Developing principal supervisors through network meetings and individual job-embedded coaching—focused on instructional leadership.
- Work with Principal Supervisors to develop high-performing network teams of principals who leverage one another’s strengths and support one another in achieving shared goals.
- Coordinate with District staff to provide tools, services, and strategies for differentiated school-level support for principals and instructional leadership teams that drive school improvement.
- Manage, approve and appropriate budgets relative to school improvement and student achievement.
- Develop and prepare a budget that ensures programs and services designed to increase student achievement are appropriate and all funding sources maximized.
- Directs allocated funds needed for staffing, equipment, materials and supplies; supervises the writing of grants and other applications to support educational services.
- Develop and prepare annual budget in alignment with legal requirements and District priorities.
- Analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

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Minimum Training and Experience

Master's degree in education administration, and 8 to 15 years of experience in school administration, including knowledge of academic and accountability testing. Doctoral degree in Education in an area related to academic accountability services preferred; or any equivalent combination of training and experience that provides the required knowledge, skills and abilities.

Special Requirements

Must possess a valid North Carolina driver's license. Must possess a North Carolina license in Administration or Curriculum.

Minimum Qualifications or Standards Required to Perform Essential Job Functions

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, cellular phones, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

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, forms, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, etc., using prescribed formats 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: Required the ability to apply principals 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 standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principals of algebra, descriptive statistics, statistical inference and statistical theory.

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.

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Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have the 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 stress and when confronted with emergency situations.

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 Academic Accountability services plans offered by the school system.

Thorough knowledge of student services available through outside public and private agencies.

Thorough knowledge of federal, state and local regulations regarding accountability services plans.

Thorough knowledge of the 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 ethical 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 academic accountability services planning.

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

Considerable knowledge of appropriate procedures for emergencies in school.

Considerable knowledge of the North Carolina Standard Course of Study.

Skill in assisting, developing and supporting staff.

Skill in collecting new ideas for academic accountability services planning 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 and administer system-wide budgets, policies and programs.

Ability to develop policies, procedures and standards for services offered.

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Ability to accurately interpret state and federal regulations and school policies.

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

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 exercise considerable tact and courtesy in frequent contact with the public.

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

DISCLAIMER

The preceding job description indicates the general nature and level of work performed by employees within this classification. It is not a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.