

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DEPUTY CHIEF HUMAN RESOURCES OFFICER**

#### **GENERAL STATEMENT OF JOB**

Reporting directly to the Chief Human Resources Officer, the Deputy Chief Human Resources Officer supports the team in executing the overall human capital strategy and day-to-day operations that will allow Guilford County Schools to accomplish its key goals outlined in the Strategic Plan, Ignite Learning. The human capital strategy outlines how GCS will recruit, sustain, develop, recognize, and reward a high-quality workforce, create a culture of high expectations for adults and students and shared responsibility for equitable access to high quality, standards-aligned, and culturally relevant instruction. The Deputy Chief Human Resources Officer must be an experienced and accomplished human resources professional, an advocate for students and a key connector to other departments and stakeholders (internal and external) that support the district's improvement strategy of ensuring effective teacher and leader in every classroom and school. The Deputy Chief Human Resources Officer ensures that the human resources team is partnering across the district departments to build an organizational culture that is inclusive, representative of the populations of students served and reflective of the district's core values.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

###### **Equity Leadership and Student Success**

Cultivate a commitment among all district staff to enable all students to achieve high standards.

Confront preconceptions and model open dialogue around race, culture, class and other issues of difference.

Demonstrate the cultural proficiency, sensitivity, and equity to ensure students' needs are met.

Assess the distribution of talent and human capital with a clear racial equity lens, ensuring allocations provide the best resources to equitably and effectively meet the needs of all GCS's students, families, and schools.

###### **Human Capital Vision, Strategy and Leadership**

Operationalize the district's strategy to improve student achievement into an aligned human capital strategy, setting clear and measurable outcomes.

## **DEPUTY CHIEF HUMAN RESOURCES OFFICER**

Support the development and implementation of policies, practices, and process for human resources functions including but not limited to recruitment and staffing, hiring, onboarding, HR operations, professional development and growth, performance management and evaluation, succession planning, employee benefits administration and labor relations.

Build systems to recruit, retain, develop and inspire highly effective staff at every layer of the organization, with a particular emphasis on diversity, fair and equitable compensation, and the implementation of culturally-responsive education practices.

Assess and strengthen the quality of internal and external staff pipelines – especially for teachers and principals.

Apply current research and best practices in human resource management to align and support the district's strategic plan priorities and goals.

Deliver written and oral reports and analysis to enable data-driven human capital management decisions at the school and district level. (i.e. Superintendent's Cabinet, Board of Education, principals, teachers, parents and community groups).

Represent the Chief Human Resources Officer, as needed, on the Superintendent's Cabinet, Advisory Board, committees, and the community regarding all human capital management issues (i.e. attend regular Board, staff meeting, and other related meetings).

### **Systems, Support and Execution**

Provide project management oversight and for priority short and long term initiatives; develop tools to track progress and monitor key performance goals.

Use qualitative and quantitative data to understand the health of the district culture and climate and to inform and update the district's human capital strategy.

Serve as a critical thought-partner and support for principals and department leaders on human resources matters and build their capacity as people managers.

Create proactive systems that garner feedback from stakeholders (Chief of Schools team, principals, teachers) to inform staffing, coaching, and support for school-based teachers and leaders.

Effectively communicate and share data with broad audiences to improve transparency, trust, and confidence in the district and to promote sharing learning.

### **Talent Management and Professional Learning**

Lead and coach an effective team who will unite around a common vision of operational excellence and support.

Support staff to develop, implement, and evaluate project plans and strategy to achieve goals and objectives.

## **DEPUTY CHIEF HUMAN RESOURCES OFFICER**

Cultivate positive relationships among staff internally and within the broader district, including principals, support staff and the larger community.

Partner with the Superintendent's Cabinet to ensure, deliver and monitor required trainings, professional development programs and supports that build the capacity of all employees.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

A clear track record of managing and organizing human resources best practices that lead to improved academic outcomes for students and closing opportunity gaps.

Master's degree in educational administration, business administration, or a related field from an accredited college or institution.

Seven years of experience leading one or more human capital functions (e.g., recruitment, professional development, performance management) in either a large school district or another field.

Three years of supervisory/administrative/management experience, preferably in a large urban school district.

Ability to navigate uncertainty and ambiguity, and to prioritize work efforts to execute overall strategy.

Knowledge of best practices in human resources, federal, state and local employment and labor laws and other regulatory requirements, including FLSA, EEO, Affirmative Action program, Title IX and Section 504, FMLA, ADA, ERISA, IRS 125 Cafeteria plan and other employee benefit laws.

Eligible for NC Administrator license preferred, but not required.

Eligible for valid NC driver's license at time of hire.

### **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

## DEPUTY CHIEF HUMAN RESOURCES OFFICER

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.

**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.

## DEPUTY CHIEF HUMAN RESOURCES OFFICER

**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.

**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**

#### **Vision and Courage to Ensure All Students Achieve**

Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.

Foster and inspire a clear and compelling vision.

Be courageous in addressing matters of equity, race, and bias in decision-making.

#### **Leadership, Influence and Effective Communications**

Listen compassionately, seeking to fully understand employee and other stakeholders' perspectives before establishing the direction forward.

Communicate effectively, tailoring messages for the audience, context, and mode of communication.

Build trust and positive relationships among board members, district staff, teachers, school leaders, and community stakeholders to execute the shared vision for the district.

Navigate politically complex structures, relationships, and dynamics to challenge ideas and enable thoughtful decisions and positive outcomes for students.

Maintain visibility and work collaboratively with diverse stakeholders at all levels.

#### **Data-Driven Planning, Problem-solving and Execution**

Analyze complex, nuanced data from multiple angles and exercise judgment in making critical decisions and communicate the implications to diverse audiences.

Exhibit critical thinking skills with an ability to analyze data, identify trends and diagnose root causes; then establish goals, metrics for success, and track results.

Possess a deep understanding of systems-level operations, management, and organizational design in order to deliver desired outcomes for the district.

## **DEPUTY CHIEF HUMAN RESOURCES OFFICER**

Set priorities to maintain a high-quality instructional program aligned to the district's strategic plan within the district's budget.

### **Team Leadership and Management**

Build and lead effective teams to achieve ambitious goals; delegate and leverage team to drive for results.

Assess team and individual skills and identify development needs; provide feedback and support to improve practice, build capacity, and maximize talent.

Promote professional learning and utilize effective adult learning techniques.

Model integrity and lead teams to collaborate with each other, and with other departments, teams, and stakeholders.

### **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.