

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DEPUTY CHIEF STUDENT SERVICES OFFICER

GENERAL STATEMENT OF JOB

Reporting directly to the Chief Student Services Officer (CSSO), the Deputy Chief Student Services Officer supports the team in implementing and delivering student support programs and is a key partner in advancing GCS's key goals outlined in the strategic plan, Ignite Learning. The Deputy Chief Student Services Officer is an experienced leader, advocate and expert in social emotional learning, student discipline/restorative justice, health services, counseling, trauma and safety/crisis management. The person in the role works closely with the Chief Student Services Officer to develop and execute on the short and long-term strategies that align to the academic priorities for GCS, ensures that all student services are implemented within federal, state, and local regulations and establishes a culture of high expectations for all students. The Deputy Chief Student Services Officer partners closely with the Deputy Chiefs across the district departments to ensure alignment of services and resources with school and student needs.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Equity Leadership and Student Success

Cultivate a commitment among all district staff that all students will achieve high standards.

Confront preconceptions and model open dialogue about race, culture, class and other issues of difference with peers, staff, students and the community.

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

Assess the distribution of student supports ensuring allocation is equitable and provides the best resources to efficiently and effectively meet the needs of all GCS students, families, and schools.

Student Services and Support

Support the Chief Student Services Officer in planning and implementing student support services including but not limited to, health services, counseling, student discipline and prevention services, student attendance, social-emotional development, restorative practice, bully prevention, trauma management and crisis response.

Understand all aspects of the Student Services department, providing expertise and leadership to support the team.

Leverage innovative technology and data in decision-making, which may include compilation of quantitative and qualitative data from internal and external sources, analysis and synthesis and articulation of findings to key stakeholders.

Collaborate with principals, principal supervisors, and other district departments to provide equitable supports for a variety of school settings and build student support systems with necessary resources.

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Deliver written and oral reports, newsletters and presentations on student services, health services, and safety as directed by the CSSO to various stakeholders (i.e. Board of Education, principals, teachers, parents and community groups).

Represent the CSSO, as needed, on the Superintendent's Cabinet, Advisory Board, committees, and the community regarding all educational issues (i.e. attend regular Board, staff meeting, and other related meetings).

Systems and School Support

Assess the effectiveness of the department and current data systems; support the CSSO in systematizing the work across the multiple departments - establishing goals, milestones, deliverables and developing appropriate progressing monitoring and feedback.

Use and analyze data to drive decisions and guide problem-solving to achieve the best student outcomes.

- Share data with broad audiences to improve transparency and communication.
- Facilitate problem-solving and dispute resolution to ensure appropriate services and resources for students.
- Recognize and address systemic issues efficiently, effectively, and consistently.

Collaborate, communicate, and coordinate with district staff and schools on local and state student support requirements to ensure consistent administration and compliance.

Remain current on relevant policies, federal and state statutes, staffing and financial resources and requirements and apply this knowledge constructively in the operation of educational services.

Provide technical assistance to staff, families, and outside agencies related to the implementation of legal mandates.

Talent Management and Professional Learning

Collaborate and support the design and implementation of professional development that builds the capacity of all educators to implement best practices on healthy school climate, social emotional learning (SEL), and behavioral intervention strategies with purposeful emphasis on reducing the achievement and opportunity gap.

Support staff in developing, implementing, and evaluating strategy and project plans to achieve goals.

Manage and allocate resources (e.g., money, people, and time) strategically and equitably so that they align to students' needs.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

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MINIMUM TRAINING AND EXPERIENCE

A clear track record of improving academic outcomes for students and closing opportunity gaps.

Master's degree in educational administration, counseling, social work, or a related field from an accredited college or institution. Doctorate preferred.

Six years of supervisory/administrative/management experience, preferably in a large urban school district. Experience as a teacher and/or school leader with documented success in improving student outcomes preferred.

Knowledge of best practices, and current on national trends and research on social emotional learning, counseling, trauma, and social work.

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

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 equipment including computers, copiers, overhead projectors, video cassette recorders, 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, 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, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, 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

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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 education, legal and counseling terminology.

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

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: 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 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

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.

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Knowledge and Expertise in Student Support

Possess a track record of developing and implementing programming to support students both emotionally and academically.

Demonstrate knowledge of federal, state, and local regulation and compliance related to sex-based discrimination (Title IX), restorative justice, student discipline, truancy, and juvenile justice.

Strategic Planning and Effective Execution

Exhibit deep understanding of the complex nature of teaching and supporting students at all levels.

Understand and implement innovative solutions to the variety of to seemingly intractable problems.

Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.

Exhibit a strong focus on goals and results. Set clear metrics for success.

Monitor progress continually and demonstrate persistence to overcome obstacles to achieve goals.

Influence and Leadership

Demonstrate leadership presence that gains the confidence of others in order to fulfill the vision of the Chief Student Services Officer.

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

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

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

Listen actively to others and effectively interpret motivations/perceptions. Seek and integrate feedback from others to achieve better results.

Build positive relationships and coalitions. Maintain visibility and work collaboratively with diverse stakeholders at all levels (i.e. district staff, students, families, community groups, advocacy groups, etc.).

Team Leadership and Management

Build and lead effective teams to achieve ambitious goals.

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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.

Lead teams to collaborate 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.