

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DEPUTY CHIEF OF SCHOOLS

GENERAL STATEMENT OF JOB

Reporting directly to the Chief of Schools, the Deputy Chief of Schools provides support to principals who are directly responsible for ensuring high quality teaching in each classroom that will allow Guilford County Schools to accomplish its key goals outlined in the Strategic Plan, Ignite Learning. The Deputy Chief of Schools shares responsibilities for principal quality and school performance primarily through the management of the School Support Officers. The person in this role must be an experienced and successful instructional leader with a proven track record of increasing academic outcomes for students. The Deputy Chief of Schools ensures that the team is partnering across the district departments, working closely with the Chief Academic Officer and academic services teams, to ensure alignment of district resources with school needs, so that every child in every school and every neighborhood has access to a world-class learning experience and graduates prepared to succeed in higher education or in the career of their choice.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Equity Leadership and Student Success

Cultivate a commitment among all 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 school leadership supports 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.

Leadership and School Improvement

Partner with the Chief of Schools to develop and effectively execute a plan for school support and school improvement that clearly aligns with the District's strategic plan, supports a seamless PK-12 learning community, and allows for transparent accountability against the district's six key goals.

Support the development and implementation of district initiatives and school improvement plans, focused on incorporating best practices and innovation.

Support collaboration and learning across the district's schools by collectively analyzing school performance, including academic data, climate and culture data, and indicators of students' social and emotional well-being.

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Apply current research and best practices in school design, school leadership, school turnaround, and school improvement to ensure school accountability targets are met and align with the district's strategic plan priorities and goals.

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

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

Systems and School Support

Engage stakeholders in the development/refinement of the district's theory of action regarding school and programmatic autonomy, accountability, and decision making.

Assess the efficacy and effectiveness of the academic programs through coaching conversations, regular observations and school walk-throughs and support principals in identifying appropriate resources to ensure alignment in implementation.

Establish performance management processes for evaluating the effectiveness of school programs, operational efficiency, and accuracy in the district support and school level implementation.

Create proactive systems that garner feedback from stakeholders (Chief Academic Officer, principals, teachers) to inform school support and school improvement strategy and practice.

Build and manage to investigate, respond to, and resolve issues, complaints, and concerns of parents, community groups and other public stakeholders which have been elevated to the district office.

Support the allocation and management of resources (including money, people, time, etc.) aligned to students' needs.

Talent Management and Professional Learning

Support the Chief of Schools and School Support Officers in using data to assess principal leadership capacity, to provide coaching support and to deliver formal and informal feedback aligned to established performance plans and goals.

Develop and maintain systems to identify, recruit, and support a leadership pipeline of aspiring principal candidates.

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

Contribute to the design of a professional development scope and sequence using data on team performance and skills development.

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

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

A clear track record as a school leader in improving academic outcomes for students and closing opportunity gaps.

Master's degree in educational administration, 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.

Three years of experience as a school principal with documented success in improving student outcomes.

Experience building high quality, highly functional teams with clear expectations for serving schools and achieving student success.

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

Knowledge of best practices, and current on national trends and research for the instruction of diverse and multilingual learners.

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

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.

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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.

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 shad 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.

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

Strategic Planning and Execution

Exhibit deep understanding of the complex role of the school leader, the complexities of teaching and the tools/supports necessary to improve teachers' practice.

Understand and implement promising, innovative, and effective school models and school improvement strategies.

Possess a deep understanding of school improvement and turnaround, school leadership, and organizational design in order to support schools in delivered desired results.

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

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.

Influence and Leadership

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

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

Build trust and positive relationships among senior leadership, School Support Officers, principals, teachers, 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.

Team Leadership and Management

Effectively balance the tension between individual principals' needs with the need for coherence across all schools.

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.

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

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.