

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DEPUTY CHIEF OF STAFF

GENERAL STATEMENT OF JOB

Reporting directly to the Superintendent, the Deputy Chief of Staff is a critical leadership role that directly affects the acceleration of improved student outcomes for GCS students. The Deputy Chief of Staff works closely with the Superintendent and the Superintendent's cabinet to ensure that the key activities, initiatives and actions of the district are effectively planned and executed in a way that accelerates the goals of the district's [Strategic Plan](#), supports synergy among district priorities, and creates the conditions for all staff to implement their work with fidelity and success. The person in this position will lead and support the governmental affairs and education policy team.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Equity Leadership and Student Success

Serves first and foremost as a champion for equity within the district, ensuring that district strategies are implemented in equitable ways to meet student needs.

Ensures that the district keeps focused on the activities that most directly support student success.

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

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

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

Engaged Partnerships, Relationship Building, and Communication

Represents the Superintendent and the district before various external partners such as government agencies or commissions, business community and civic groups, legislators, etc regarding district programs, policies and projects.

Provides advice and counsel to the Superintendent and serves as advisor on a wide-ranging array of matters pertaining to the district as necessary to achieve efficient and effective implementation of district priorities. Serves as a sounding board and provides technical information and assistance to the Superintendent regarding district programs, issues, needs, services, and activities.

Partners with leading educational and community organizational leaders, school-based staff, students and their families to support, inform, improve and enhance the execution of key initiatives.

Seeks insights from stakeholders to inform the district's core work.

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Co-constructs key initiatives with those who have the most at stake in the intended end result.

Systems Level Planning and Prioritization

Spearheads the coherence and synergy across all district priorities and activities.

Facilitates collaboration across district leaders in the development, execution and support of the strategic plan and any major change efforts.

Supports true shared leadership and decision-making among leaders to thoughtfully plan top priorities in ways that are informed by the needs of schools and communities, and implemented in ways that are respectful, realistic and sustainable for staff.

Identifies duplicative, overlapping or conflicting priorities, and collaborates with leaders to better coordinate and streamline district priorities.

Talent Management and Professional Learning

Build and cultivate a strong collaboration and shared-leadership culture.

Supervise, mentor, evaluate and provide professional growth and development opportunities for staff.

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

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

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

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

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

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

Experience successfully serving in planning, functional or line-management capacities.

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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 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.

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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 cultural fluency, sensitivity, and a strong racial equity lens to establish a culture of growth mindset around issues of equity and to deliver services that meet the needs of our students.

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

Foster and inspire a clear and compelling vision.

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

Strategic Planning, Organization and Effective Execution

Offer innovative solutions to seemingly intractable problems and adapt strategy to changing conditions.

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.

Prioritize and plan activities, monitor progress continually and demonstrate persistence to overcome obstacles to achieve goals.

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Displays willingness to make timely decisions using sound judgment.

Influence and Leadership

Prepares the superintendent and other leaders for effective decision-making conversations.

Navigates political structures, relationships and dynamics to improve results and ensure equity for students.

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

Communicate with various stakeholder groups to ensure that priorities and expectations are clear, and that questions are answered directly and transparently.

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, communities, legislators, advocacy groups, etc.).

Change Management

Understands the complexity of leading change at scale, and the best ways to collaboratively build strong plans for implementing change.

Builds support and buy-in for change, informing stakeholders throughout any change effort, and providing feedback loops that support continued improvement and sustainability of key efforts over time.

Assesses stakeholder capacity, willingness and readiness to implement major district strategies, and is able to advise the Superintendent and leadership team on the best approach to ensure the success of an effort, even if it means pulling back on timelines or narrowing work to ensure success in the long run.

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.