

GUILFORD COUNTY SCHOOLS
DEPUTY SUPERINTENDENT OF
INSTRUCTIONAL LEADERSHIP, WELLNESS AND
SAFETY

GENERAL STATEMENT OF JOB

Reporting directly to the Superintendent, the Deputy Superintendent of Instructional Leadership, Wellness and Safety is responsible for driving educational excellence and equity across the district while fostering healthy and safe learning and working environments where students and staff can thrive. The Deputy Superintendent of Instructional Leadership, Wellness and Safety provides leadership to the Divisions of Schools, Academics, Innovation, Accountability and Performance, Safety, Student Services, and Athletics. In addition, the Deputy Superintendent of Instructional Leadership, Wellness and Safety works collaboratively with the Deputy Superintendent of Operations and Business to ensure all students in Guilford County Schools receive a high-quality education that prepares them to succeed in the world.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provide leadership in the guidance, coordination, planning, and monitoring of progress for the division's Schools, Academics, Innovation, Accountability, Safety, Student Services and Athletics offices.

Develop the vision, mission, goals, objectives, and measurable outcomes for all assigned Divisions in collaboration with other district leaders to ensure that the district meets the diverse needs of students, staff, and the school community.

Support collaboration and learning across schools by analyzing school performance, including academic data, climate and culture data, and indicators of students' wellbeing.

Lead the expansion of mental health supports for students and staff.

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

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. Board of Education, Superintendent's Cabinet, principals, teachers, parents, and the school community).

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Assess the efficacy and effectiveness of the academic programs; establish systems to support staff in identifying appropriate resources to ensure alignment in educational and academic goals.

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

Provide oversight to magnet school programs and special school student assignment processes.

Support the district's school safety strategy, including policies, procedures, protocols and infrastructure programs.

Develop, implement and manage programs that provide students with the tools to perform 21st-century jobs.

Responsible for fostering alignment between GCS programs, college readiness, and workforce development needs.

Create proactive systems that garner feedback from stakeholders to inform school support and school improvement strategy and practice.

Create systems to manage, investigate, respond to, and resolve issues, complaints, and concerns of parents, students, staff, 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.

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

Demonstrate cultural proficiency, sensitivity, and equity to ensure student 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.

Use data to assess leadership capacity, provide coaching support, and 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 school leadership candidates.

Create and monitor systems to support staff develop, implement, and evaluate project plans and strategies to achieve goals and objectives.

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

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Work collaboratively with Legal counsel, the Chief of Human Resources and other district leaders to ensure aligned support and services to staff, students, schools and programs.

Provide leadership in the guidance, coordination, planning, and monitoring of progress for the division's Schools, Academics, Innovation, Accountability, Student Services and Athletics offices.

Develop systems and processes to ensure that formal and informal grievances are addressed in accordance with Board policies, local, federal, and state guidelines and in alignment with the GCS' strategic direction.

Recommend personnel and employment actions to Superintendent.

Stay abreast of current local, state, and federal laws, state and federal public policy changes that could impact district operations.

Other duties as directed by the Superintendent and consistent with the goals and objectives of this position and in support of the District Improvement Plan.

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.

Eligible for NC Administrator license preferred, but not required.

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

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**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of automated office machines and equipment including computers, copiers, calculators, overhead projectors, cameras, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to 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 and/or directions to assistants or subordinates.

Language Ability: Requires the ability to read correspondence, reports, forms, etc. Requires the ability to prepare correspondence, reports, handbooks, etc., using proper format. Requires the ability to talk to groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate efficiently and effectively in standard English.

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

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 automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of office equipment. Must have 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 persons acting under stress.

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Physical Communication: Requires the ability to talk and/or 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

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.

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.

Build trust and positive relationships among senior leadership, principal supervisors, 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.

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.

Effectively balance individual schools' 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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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.