

## **GUILFORD COUNTY SCHOOLS**

### **DEPUTY SUPERINTENDENT OF BUSINESS AND OPERATIONS**

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

Reporting directly to the Superintendent, the Deputy Superintendent of Business and Operations is responsible for driving operational 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 Business and Operations provides leadership to the Divisions of Finance, Human Resources, Technology Services, Transportation, Facilities and Operations. In addition, the Deputy Superintendent of Business and Operations works collaboratively with Deputy Superintendent of Instructional Leadership, Wellness and Safety 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 of Finance, Human Resources, Technology Services, Transportation, Facilities and Operations.

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

Build capacity within each Operation's division to ensure effective and efficient services through strong leadership and management practices and through documentation of systems and procedures in alignment with Board policies, local, state, and federal laws, regulations, guidance, and notices.

Provide leadership and support on increased standards and quality improvement in all operation's areas of the District.

Lead the implementation of a \$2 billion school bond construction program to build 21st-century schools that prepare students to compete in a global economy.

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

## **DEPUTY SUPERINTENDENT OF BUSINESS AND OPERATIONS**

Serve as a member of the Superintendent's cabinet advising district leadership regarding current and future financial and other operational issues.

Provide direction and oversight for district resource management and of all internal Operational Divisions with planning that is aligned with the District Goals, Improvement Plan Initiatives, strategic outcomes and targets.

Ensure organizational analysis and the development of human resources and systems to meet the needs of students and staff, promoting retention of high performing staff.

Direct the development and/or coordination of special projects and advise Cabinet members and the Superintendent on fiscal issues.

Advise the Cabinet on the formulation and implementation of all Operation's Divisions plans, policies, programs, procedures, and services.

Explore and initiate innovative solutions to organizational, fiscal and management problems that may impact the instructional program.

Oversee and coordinate the development, approval, and communication of the annual balanced District budget.

Provide updates to the Board of Education with respect to capital planning, enrollment, facilities utilization, external investments, budget, and other relevant areas of operations.

Stay abreast of current research and best practices in operation management, adjusting plans, policies, and procedures accordingly.

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

Recommend personnel and employment actions to Superintendent.

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**

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

## **DEPUTY SUPERINTENDENT OF BUSINESS AND OPERATIONS**

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

Three years of experience in a leadership role with direct reports responsible for operational efficiency and effectiveness preferred.

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 time of hire.

### **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.

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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 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.

**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.

**DEPUTY SUPERINTENDENT OF  
BUSINESS AND OPERATIONS**

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.

**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.