

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR - SCHOOL SUPPORT

GENERAL STATEMENT OF JOB

Subject to the administrative approval and guidance of the Chief Student Services Officer, oversees the management aspects of the district's K-12 schools, those duties outside of tasks related directly to student achievement. Assists the Instructional Improvement Officers with monitoring the performance of schools, mentoring and coaching principals through problem solving techniques. Assist parents and school personnel in resolving issues. Supervises School Support Officers. Reports to the Chief Student Services Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists Instructional Improvement Officers with management issues of a non-academic nature including building maintenance, finance, human relations, transportation, parent communication, employee communication, food service, and any other management issue outside of student achievement and curriculum.

Visits local schools and provides technical support and direction to Instructional Improvement Officers and school personnel to ensure the successful implementation of the best management practices in areas not directly related to student achievement.

Plans and organizes methods and procedures for disseminating information on system-wide policies and procedures related to various operational issues.

Ensures compliance of assigned schools with all pertinent federal and state regulations and requirements related to school operations.

Works cooperatively with the IIO assigned to the school.

Organizes area resources and personnel to ensure a direct connection to improvement of school management.

Serves as a central administration contact for parents, and attends staff meetings as directed and needed.

Refers appropriate matters to pertinent central office units and divisions.

Serves as chairperson and members of committees and project teams as needed.

Prepares and submits reports, formative and summative data, plans and surveys concerning assigned schools.

Assists in the training of S.T.A.R.S. teams and other leadership teams in the assigned schools.

Requires some evening and weekend work.

Performs other related duties as directed by the Chief Student Services Officer.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education Administration, 3 to 5 years of experience as a classroom teacher and a minimum of 5 years of experience as a school principal preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must possess a teaching certificate from the State of North Carolina. Must possess a valid North Carolina driver's license.

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, calculators, 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.

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, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, 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 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 principles of algebra, descriptive statistics and statistical inference.

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

Thorough knowledge of cognitive and physical developmental stages of students.

Knowledge of the County and School Board policies, procedures and standards regarding elementary education.

Knowledge of the organization and communication channels of the school system.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Knowledge of the current literature, trends, and developments in the field of education administration.

Skill in counseling and developing staff.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to collect and analyze statistical data.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to plan and evaluate strategies for improving instruction.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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.