

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: EXECUTIVE DIRECTOR – TALENT DEVELOPMENT**

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

Under limited supervision, performs leadership and responsible development work to carry out school system mission and goals related to a wide variety of human resources development programs and activities. Work involves developing and/or coordinating Mission Possible, Cumulative Effect, Lateral Entry Training and Development, Value Added Data, School Executive Evaluations and Administrative Cohorts. Work further involves providing oversight for these functions and ensuring that various HR reports and data requests (quarterly TIF grant evaluation reports, annual TIF progress report, annual CECR report, performance incentive reports, etc.) are completed as mandated by the BOE, the Superintendent, and/or state and federal agencies. Position supervised and provides guidance and direction for a staff consisting of a Data Manager and two Lateral Entry Specialists engaged in the daily operational duties of the department. Reports to the Chief Human Resources Officer.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Provides leadership and guidance for Human Resources Talent Development programs and initiatives including but not limited to Mission Possible, Cumulative Effect, Lateral Entry, GCS ACT, Administrative Cohorts, School Executive Evaluations and Value Added Data.

Coordinates with the Finance Department the budgeting process for timely and accurate implementation of approved budgetary directives; responds to requests for information and/or assistance from the BOE, the Superintendent, site based administrators and other school system personnel.

Coordinates with the Human Resources Operations Department and Payroll department to determine salary incentives of employees and the payment of these and performance incentives in line with federal grant regulations.

Administers the school system's pay for performance system, including, position verification and data management.

Communicates via newsletter, email distribution lists, webpage, courier, and face-to-face meetings, information needed to support the mission and goals of all Talent Development programs.

Develops webpage content and resources for all programs within Talent Development including but not limited to Mission Possible, Cumulative Effect, School Executive Evaluations, Administrative Cohorts, Lateral Entry, GCS ACT.

## EXECUTIVE DIRECTOR – TALENT DEVELOPMENT

Monitors, tracks, and reports data necessary to measure individual teacher performance based upon Value Added Data for use in payment of performance incentives, talent management, talent development, and recommendations for tenure.

Evaluates the overall effectiveness of all Talent Development programs including but not limited to Mission Possible, Cumulative Effect, School Executive Evaluations, Administrative Cohorts, Lateral Entry, GCS ACT.

Plans, develops, and coordinates an induction program, orientation, training in school system policies and procedures, and assistance from Lateral Entry Specialists for all Lateral Entry teachers.

Plans, develops, and coordinates professional development sessions and activities for Mission Possible and Cumulative Effect teachers.

Plans, develops, and coordinates professional development sessions and activities for School Executive Evaluation.

Coordinates the development of small, problem-solving and advisory groups within individual offices and serves as a facilitator for these groups in achieving organizational goals; facilitates the identification and resolution of organizational problems for management.

Investigates, analyses and formulates methods for handling special projects; oversees projects to completion and evaluates final results; prepares and reviews various reports and performs special projects; serves as a liaison with outside agencies on special work programs and special projects; advises and directs staff on a variety of non-routine matters.

Directly supervises assigned staff; conducts performance evaluations in conjunction with defined policies and procedures; assigns work on a regular basis to subordinate personnel.

Conducts various needs assessments to determine training needs at the district level; delivers specific professional development aligned with district goals; delivers system-wide training programs for all staff; and assesses effectiveness of training.

Assists individuals and groups in identifying external and internal resources for professional development, including instructor-led training and self-study materials.

Coordinates initial implementation of various innovations within the system as designated by the Chief Human Resources Officer.

Supervises and conducts personnel administration duties for direct report subordinate(s) including hiring and firing, evaluating, disciplining, assigning special duties, monitoring attendance and granting leaves.

## EXECUTIVE DIRECTOR – TALENT DEVELOPMENT

Communicates effectively with supervisors concerning pertinent aspects of Talent Development programs.

Remains current in state and federal program guidelines, procedures, rules, and laws.

Participates in appropriate conferences and professional development opportunities for improved job performance.

Improves leadership skills through self-initiated professional activities, such as participate with and or work on committees associated with professional organizations, or to meet statewide needs.

Maintains active involvement in local, state and national professional organizations.

### **ADDITIONAL JOB FUNCTIONS**

Carries out duties assigned by the Chief Human Resources Officer as required to meet district goals and objectives.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education, and 8 to 10 years of progressively responsible experience in education, administration, or program coordination; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

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 automated office machines including computers, typewriters, calculators, copier, facsimile machines, 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 to subordinates.

## EXECUTIVE DIRECTOR – TALENT DEVELOPMENT

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, manuals, etc. Requires the ability to prepare correspondence, reports, forms, instruction, etc., using prescribed format and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak to 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; 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; and to determine percentages and decimals.

**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 items such as office equipment. 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 persons acting under stress.

**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**

Considerable knowledge of internal and external resources for staff development.

Considerable knowledge of current literature, trends and developments in the field of organizational development.

Considerable knowledge of the principles of supervision, organization and administration.

## EXECUTIVE DIRECTOR – TALENT DEVELOPMENT

Skills in supervising and coordinating large programs.

Ability to assess system-wide staff development needs.

Ability to set high level goals and develop long range plans.

Ability to develop, implement and evaluate training programs.

Ability to develop, implement and evaluate curriculum and instruction.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

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

Ability to communicate effectively both orally and in writing.

Ability to establish and maintain effective working relationships as necessitates 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 this job.