

DeKalb County School District

Position Specification

Title: **Deputy Superintendent, Student Support & Intervention**

DIVISION: Student Support & Intervention
DEPARTMENT: Student Support & Intervention
REPORTS TO: Superintendent
RETIREMENT: Teachers Retirement System

GRADE/SCHEDULE: DPC
WORKDAYS: 246
FLSA STATUS: Exempt
APPROVED (HR): November 1, 2022

GENERAL STATEMENT OF JOB

Under limited supervision, has direct oversight responsibility for all aspects of the day-to-day implementation of designated programs, services, activities, and personnel for Student Support Services, Title IV, Afterschool Extended Day, Psychological Services, Student Relations, Student Advancement, relevant programs, activities, and operations; ensures the daily implementation of student support services which are fundamental to the effective and efficient delivery of instructional programs in DeKalb County School District (DCSD).

SPECIFIC DUTIES AND RESPONSIBILITIES

Essential Functions:

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Provides supervision of daily operations of Student Support Services (guidance, counseling, mentoring, nurses, psychologists, and social workers), Psychological Services, Student Advancement, Student Relations, relevant programs such as afterschool extended day, activities, and operations through heads of departments/work units in accordance with applicable federal, state, and local laws, Georgia Department of Education requirements, and board policies and regulations
Develops a district equity plan/framework, to ensure that our strategic plans are fully reflective of, and inspired by, an equity lens and reflect our equity identity
Develops and implement district-wide training for all staff to promote cultural proficiency and competency and a climate of equity and inclusion, with regard to implicit bias and best practices regarding underserved and historically marginalized populations (e.g., racial equity, gender equity, LGBTQ+ equity, disability status, etc.)
Oversees district's initiatives of Culture and Climate including extraordinary events
Ensures the implementation of initiatives designed to promote a positive school/district climate in support of student success
Provides direct supervision to personnel assigned to the sphere of supervision; ensures that duties, responsibilities authority, and accountability of all direct and indirect subordinates are defined, understood, and properly executed
Directs, monitors, and appraises the performance of departments/work units
Oversees the fiscal management of funds allocated to departments/work units under the sphere of supervision
Manages Title IV budget and implementation
Provides executive leadership in support of district goals, school district initiatives, and strategic plans; maintains current knowledge of trends that impact all areas of responsibility and advises the Superintendent of appropriate courses of action

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• Designs and implements plans to improve service delivery provided by departments/work units under the sphere of supervision
• Promotes district initiatives to provide students with post-secondary options
• Plans, guides, and advises Superintendent, Board, and Senior Cabinet on equity and student support issues
• Performs other duties as assigned

MINIMUM QUALIFICATIONS

- Master's degree from a Georgia Professional Standards Commission approved accredited college or university required.
- Minimum ten (10) years of experience as an administrator in a school system setting or as an executive with demonstrated successful advancement through the administrative or executive managerial hierarchy, as appropriate, required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6, or above required. If a level L-5, NL-5, PL-6, or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership or Support Personnel License from the Georgia Professional Standards Commission (HR applies for SPL upon hire).

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of DCSD (DeKalb County School District) policies and procedures, organizational and department planning, and operational procedures
- Knowledge of the organization of specifically assigned areas
- Knowledge of budgeting and spending, labor issues and efficiencies, and all relevant federal, state, and local laws and regulations attendant to public education
- Knowledge of workforce and facilities requirement forecasting, and relevant available public and private resources and services, including but not limited to human services.
- Knowledge of curriculum guidelines for the school system and state requirements, including but not limited to requirements for alternative education and English Language Learners programs and pupil personnel services requirements
- Effective oral, written, and interpersonal communication skills
- Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities
- Skilled in administration and management skills gained through increasingly responsible management positions
- Skilled in recruiting, training, and motivating employees with analytical processing and leading change process in a large, complex, diverse organization
- Skilled in negotiation, diplomacy, and public relations
- Ability to direct and administer the programs and services of a non-profit educational and/or service organization
- Ability to establish objectives and procedures governing the performance of assigned activities among employees
- Ability to develop and understand financial and/or operating reports while maintaining confidential information
- Ability to use relevant computer applications, prioritize assignments, and delegate and manage multiple assignments simultaneously

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PHYSICAL REQUIREMENTS

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to the eye to bring an object into sharp focus), the field of vision (the area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

PERFORMANCE FACTORS

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only a few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with people who may be angry, demanding, or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from a work product's physical attractiveness or accuracy.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

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Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

Environmental Factors: Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.); Atmospheric conditions (fumes, odors, dust, gases, poor ventilation); Travel

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