

DeKalb County School District

Position Specification

Title: **Director, Leadership Development**

DIVISION: Office of Continuous Improvement/Accountability	GRADE/SCHEDULE: 132
DEPARTMENT: Leadership Development	WORKDAYS: 246
REPORTS TO: Associate Superintendent	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HR): August 1, 2022

GENERAL STATEMENT OF JOB

Under limited supervision, leads initiatives focused on developing leaders with DCSD. The primary responsibilities of this role will be to manage and oversee the various leadership academies. In addition, the role is to plan, direct, supervise, implement and monitor programs, and develop policies and procedures relative to the provision of advanced leadership training and ongoing professional learning opportunities for principals, assistant principals, and others that aspire to become leaders.

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.

<ul style="list-style-type: none"> Oversees and coordinates the planning and implementation of administrative professional development for principals and central office staff
<ul style="list-style-type: none"> Plans and implements induction programs for beginning Principals, Aspiring Leaders, and Executive Leaders
<ul style="list-style-type: none"> Creates and implements special team building and decision-making skills/activities for the participants
<ul style="list-style-type: none"> Directs, oversees, and participates in the development of the department's work plan; assigns work activities; projects, and programs; monitors workflow and all grant activity
<ul style="list-style-type: none"> Plans and executes in-service projects for participants
<ul style="list-style-type: none"> Plans, develops, and implements research-based programming to provide training for aspiring leaders, veteran principals, and beginning principals
<ul style="list-style-type: none"> Serve as the district liaison to other school districts, colleges, and universities participating in the educational leadership cohort collaborative
<ul style="list-style-type: none"> Develops professional learning programming for and implementation of the school system's Leadership Academy
<ul style="list-style-type: none"> Builds rapport with participants in a safe and trusting environment
<ul style="list-style-type: none"> Collaborates with Human Resources to determine eligible candidates for participation in the Leadership Academies
<ul style="list-style-type: none"> Responds to and resolves difficult and sensitive inquiries and complaints regarding operations and programs
<ul style="list-style-type: none"> Administers any grant applications and corresponding requirements
<ul style="list-style-type: none"> Creates online modules as needed
<ul style="list-style-type: none"> Performs other duties as assigned

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MINIMUM QUALIFICATIONS

- Master's degree in Educational Leadership from a Georgia Professional Standards Commission approved accredited college or university required.
- Minimum five (5) years of previous work experience with demonstrated successful advancement through the teaching and/or school or district-level administrative hierarchy required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required, or meet the eligibility requirement for a Support Personnel License from the Georgia Professional Standards Commission.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of principles of leadership, administration, and organization; and personnel policies, procedures, and guidelines
- Knowledge of curriculum guidelines for the school system and state requirements; standardized testing by school system policies and state laws; school system policies
- Knowledge of organizational and department planning procedures relating to control of planned activities
- Knowledge of curriculum guidelines for the school system and state requirements
- Knowledge of budgeting and spending; labor issues and efficiencies; and all relevant available public and private resources and services.
- Effective oral, written, and interpersonal communication
- Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities
- Skilled in analytical thinking; data interpretation; writing proposed legislation that impacts education/schools; consensus building
- Skilled in administration and management skills gained through increasingly responsible management positions
- Ability to direct and administer the programs and services of a non-profit educational and/or service organization
- Ability to obtain and manage external grants and contracts
- Ability to establish objectives and procedures governing the performance of assigned activities among employees
- Ability to develop and understand financial and/or operating reports
- Ability to use relevant computer applications; maintain confidentiality; prioritize assignments and manage multiple tasks simultaneously

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 other 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.

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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 the physical attractiveness or accuracy of a work product.

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.

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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