

**DeKalb County School District
Position Specification**

Title: **Associate Superintendent, Leadership & Schools**

DIVISION: Superintendent’s Office

DEPARTMENT: Superintendent’s Office

REPORTS TO: Superintendent

RETIREMENT: Teachers Retirement System

GRADE/SCHEDULE: ASP

WORKDAYS: 246

FLSA STATUS: Exempt

APPROVED (HR): November 1, 2022

GENERAL STATEMENT OF JOB

Under limited supervision, provides oversight, leadership, and direction for the efficient operation and academic management of schools in accordance with Board policy and strategic initiatives. The Associate Superintendent, Leadership & Schools serves as a senior cabinet member, supervises the Regional Superintendents, and has regular contact with school administrators, district leadership, and Central Office staff.

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 supervises Regional Superintendents and school leaders ensuring that all team members are accountable for meeting clear expectations and supporting the implementation of the strategic plan initiatives related to the operation of the schools
<ul style="list-style-type: none"> Provides strategic leadership in the design, planning, implementation, and evaluation of goals, short and long-range plans, and programs in the areas of school improvement plans and overall school performance
<ul style="list-style-type: none"> Works with Regional Superintendents to closely monitor school improvement through a cycle of continuous improvement and sound management practices
<ul style="list-style-type: none"> Collaborates with Chief Academic Officer to develop communication systems that ensure a smooth flow of information (both vertically and horizontally), enable concentrated energy on highest-priority goals for each school, and ensure shared best practices across schools
<ul style="list-style-type: none"> Maintains a cutting-edge awareness of promising practices and innovations in programs and policies for teaching, learning, and school design that can be utilized/implemented to increase student achievement in all categories of students
<ul style="list-style-type: none"> Coordinates effectively with the Chief Academic Officer to ensure standards-aligned curriculum, assessments, and instructional practices are implemented with fidelity
<ul style="list-style-type: none"> Collaborates with governmental agencies, business and civic organizations, and the community to provide needed information and to promote the schools’ educational initiatives
<ul style="list-style-type: none"> Supports Regional Superintendents with assessing, planning, and implementing training for principals and other instructional staff; cultivates Instructional Leaders to ensure the development of high-performing school teams that integrate a data-driven, equity-focused, and multi-tiered approach to increasing student achievement
<ul style="list-style-type: none"> Performs other duties as assigned

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MINIMUM QUALIFICATIONS

- Master's degree in Education, Education Administration, or closely related field from a Georgia Professional Standards Commission approved accredited college or university required.
- Minimum ten (10) years of progressively responsible administrative and supervisory experience in a school system setting or as an executive with demonstrated successful advancement through the administrative or executive managerial hierarchy, as appropriate, required.
- Experience in curriculum, instruction, and school leadership 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 meet the eligibility requirement for a Support Personnel License from the Georgia Professional Standards Commission.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of organizational and department planning and operational procedures
- Knowledge of the organization of a specific assigned area
- Knowledge of curriculum and instruction and other student-related services
- Knowledge of school turn-around practices
- Knowledge of budgeting and spending, labor issues, and efficiencies
- 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
- Effective oral, written, and interpersonal communication skills
- Skilled in administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems
- 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; maintain confidential information
- Ability to analyze, interpret and report test data
- Ability to use relevant computer applications, 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.

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 to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

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 persons 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.

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

Decision Making: Ability to make appropriate business decisions.

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.

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