

DeKalb County School District

Position Specification

Title: Chief of Schools

DIVISION: Superintendent's Office	GRADE/SCHEDULE: DPC
DEPARTMENT: Superintendent's Office	WORKDAYS: 246
REPORTS TO: Superintendent	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HR): July 1, 2023

GENERAL STATEMENT OF JOB

Under limited supervision, reports directly to the Superintendent and serves in the second highest tier of administration in the organization; ensures the daily implementation of Accountability and Continuous Improvement functions which are fundamental to the effective and efficient operation of the District; has oversight responsibility for the planning, organization, monitoring and coordination of leadership, and direction for the efficient operation and academic management of schools in accordance with Board policy and strategic initiatives. The Chief of Schools supervises the Area 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"> • Provides leadership and oversight of Area Superintendents and school leaders. Builds systemic, coherent alignment across these areas and individuals. Develop the skills of leaders across teams to design, test, iterate and measure ideas that transform schooling
<ul style="list-style-type: none"> • Ensures 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"> • Assists Area Superintendents and their teams in root cause analyses, develops theories of action and builds coherent multi-year strategies
<ul style="list-style-type: none"> • Supports Area 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"> • 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"> • Oversees the leadership development program to assist in developing, monitoring, and coordinating training and development opportunities for aspiring, novice, and experienced teacher leaders, school administrators, and district-based administrators.

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<ul style="list-style-type: none"> Supervises the leadership development program of DCSD leaders to cultivate and ensure high performing school support teams that integrate a data-driven, equity focused, and multi-tiered approach to leadership
<ul style="list-style-type: none"> Works with Area Superintendents to closely monitor school improvement through a cycle of continuous improvement and sound management practices and provides frequent, actionable feedback to improve leadership practice and achieve better results
<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"> Drives coherence among instructional and leadership development initiatives for school leaders and school teams in collaboration with other district office departments
<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"> Performs other duties as assigned

Education and/or Experience

Master’s degree from an 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 school leadership is required.

Certificates, Licenses, Permits

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.

Knowledge, Skills & Abilities

Knowledge of effective change management for culture, systems and practices, 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

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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

ADA 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 by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

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.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (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 in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

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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 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 procedure directions relative to works 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.

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