

DeKalb County School District

Position Specification

Title: **Executive Director, Board Operations**

DIVISION: Superintendent’s Office
DEPARTMENT: Board Operations
REPORTS TO: Chief of Staff
RETIREMENT: Teachers Retirement System

GRADE/SCHEDULE: 134
WORKDAYS: 246
FLSA STATUS: Exempt
APPROVED (HR): April 21, 2021

GENERAL STATEMENT OF JOB

Under general supervision, the Executive Director is responsible for assisting the DBOE in accomplishing its policy goals; managing the Board Office team, and negotiating high-stakes political, policy, programmatic, and development initiatives, to accomplish the DCSD (DeKalb County School District) mission, “To inspire our community of learners to achieve educational excellence.” The ideal candidate will have demonstrated expertise in educational politics, human capital management, and long-term vision setting.

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"> Executes the vision, direction, and agenda for the Board’s overall governance and political platform
<ul style="list-style-type: none"> Collaborates with board members to leverage existing resources and generate new significant support/resources to support the district as a whole and those led by the Board specifically
<ul style="list-style-type: none"> Develops and reinforces a culture of excellence and achievement, research and data-based decision making, and equity across the DeKalb County School District
<ul style="list-style-type: none"> Facilitates the process for all documents and communications requiring the Board’s attention or approval including professional development requirements, meeting minutes, notifications, open records requests, etc.
<ul style="list-style-type: none"> Promotes relationships and strengthens business partnerships to benefit DCSD
<ul style="list-style-type: none"> Negotiates with internal and external stakeholders to accomplish the Board’s priorities
<ul style="list-style-type: none"> Creates and maintains internal capacity to research and write top priority proposals to corporations, foundations, and major partners
<ul style="list-style-type: none"> Serves as a thought-partner in designing and executing Board professional development initiatives with support from the Office of the Superintendent
<ul style="list-style-type: none"> Designs and implements external communication initiatives intended to inform the public on school district and board member accomplishments, programs, and points of view
<ul style="list-style-type: none"> Manages the yearly budget development and approval process for the Board Office
<ul style="list-style-type: none"> Submits quarterly progress-to-goal reports to the Chairman of the Board
<ul style="list-style-type: none"> Operates as a thought partner and strategist on complex issues facing the Board, individual board members, or the system upon request

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<ul style="list-style-type: none"> Works collaboratively with the Office of the Superintendent to prepare for board meetings, retreats, and presentations
<ul style="list-style-type: none"> Cultivates strategic relationships across the local, state, and national landscape to build a diverse cohort of engaged partners committed to accomplishing the DCSD mission and vision
<ul style="list-style-type: none"> Performs other duties as assigned

MINIMUM QUALIFICATIONS

- Master's degree in Educational Leadership, Business Administration, Human Resource Management, or closely related area from a Professional Standards Commission approved accredited college or university required.
- Minimum seven (7) years of educational or related experience including three (3) years of administrative leadership, organizational management, and/or project management required.
- Valid Project Management Certificate, Georgia Professional Standards Commission approved certificate in Educational Leadership at level L-5, NL-5, PL-6, or above, preferred. If the Educational Leadership Certificate is not held, must 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 and the organization of specifically assigned areas including budgeting and spending, labor issues, and efficiencies
- Knowledge of DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements
- Knowledge of standardized testing by school system policies and state laws; school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.
- Skilled in successfully working with elected officials and board-level committees; exceptional project management and coordination; managing people and maximizing knowledge through staff development and team building techniques
- Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities
- Skilled in effective oral, written, and interpersonal communication; data analysis; and group facilitation techniques
- Ability to provide both "big picture" strategy while maintaining attention to detail; work independently and function effectively in a team environment; work across multiple organizational domains to achieve short-term and long-term objectives
- Ability to anticipate, plan for, and lead organizational change and growth; read, interpret, explain, and follow rules, regulations, policies, and procedures
- Ability to work with confidential, privileged, sensitive records, materials, and information

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.

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Balancing: Maintaining body equilibrium to prevent falling when walking, standing, or crouching on narrow, slippery, or erratically moving surfaces

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 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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