DeKalb County School District
Position Specification

Title: Executive Director, Infrastructure and Support

DIVISION: Information Technology	**GRADE:** 134
DEPARTMENT: Information Technology	**WORK DAYS:** 246
REPORTS TO: Chief Information Officer	**FLSA STATUS:** Exempt
RETIREMENT: Teachers Retirement System	**APPROVED (HCM):** November 1, 2019

General Statement of Job

Under minimal supervision, provides oversight for the operation, maintenance, and support of the DeKalb County School District's (DCSD) technology infrastructure including, but not limited to, all devices, servers, networking systems, and telecommunication services. The Executive Director of Infrastructure and Support assists the Chief Information Officer in ensuring compliance with established goals and strategic plan by maintaining organizational technological strategy, defining the requirements for new technology implementations and communicating them to key business stakeholders.

Specific Duties and Responsibilities

Essential Functions:
The following duties are representative for 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. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

• Supervises the facilitation and coordination of all activities related to daily operations of hardware, networks, and operating systems that support business and student functions of the district including verifying operational status and security, troubleshooting issues, and taking corrective action
• Recommends standards for the acquisition of equipment, software, and services and informs updates to district technology-related policies, procedures, administrative rules and regulations and guidelines
• Ensures appropriate resource capacity planning and managing risks/barriers to ensure continued forward momentum in our projects
• Collaborates with IT Security in the implementation of our security strategies
• Supervises the day-to-day management of our datacenters and involve team members as needed to resolve issues within reasonable time frames and drives escalation needs when necessary
• Supervises the process for annual submissions for Federal E-Rate funding, including paperwork submission and audits.

• Leads ongoing inspection of the use of technology infrastructure to ensure functionality and efficiency; identify the need for upgrades, configurations, or new systems
• Collaborates with division leadership on the implementation of a change management process that ensures information and technology infrastructure decisions are documented, evaluated, and implemented effectively
• Collaborates with central office and school-based leadership to ensure accountability in the effective accessibility to technology infrastructure
• Leads and informs technology infrastructure-related strategic initiatives and operational goals by coordinating evaluation, deployment, and management
• Collaborates with IT leadership to inform, implement, and support business continuity and disaster recovery plans and protocols.
• Meets with representatives of manufacturers, vendors, professional and business organizations to build relationships, solicit cooperation, and resolve problems including utilizing cost-efficient contracts and agreements
• Supervises, builds, and mentors highly motivated, enthusiastic, and skilled staff who have key responsibilities associated with the operation, maintenance, and support of the district's technology infrastructure
• Prepares, administers, and monitors appropriate department budgets
• Stays current with trends and research in technology and attends related conferences and ongoing training
• Provides regular updates to senior executive staff on division and district initiatives and goals
• Performs other duties as assigned

Education and/or Experience
Bachelor's degree in Information Technology or closely related field from a Professional Standards Commission approved accredited college or university is required.   Master's degree in Information Technology or closely related field, preferred.

Minimum of seven (7) years leadership/managerial level experience in Information Technology or closely related experience and a minimum of ten (10) years of documented experience supporting technology infrastructure.

Certificates, Licenses, Permits: ITIL Certification, PMP, and/or Six Sigma Certification preferred.

Knowledge, Skills & Abilities

Knowledge of principles, practices, and techniques that support the efficient operation of information technology environments including hardware, networking, and telecommunication services; strong strategic planning skills, well-developed leadership and management skills; ability to develop new concepts to integrate seemingly unrelated processes; organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; principles and methods for establishing goals, objectives and implementation plans to accomplish technology solutions for identified needs; the role of information and educational technology in an educational agency

Skill in planning and directing in a large technology division that involves coordination and integration of multiple interrelated activities and projects; preparing and maintaining multiple operating budgets; providing budgetary support and feedback to technology department directors; formulate and implement program goals, objectives, and schedules; develop and implement strategic plans and changes required to achieve agency goals and objectives; comprehend and interpret laws, rules, regulations, and policies pertaining to programs and services; communicate effectively, both orally and in writing; supervise, train, and evaluate the work of assigned staff; establish and maintain collaborative relationships with executive staff, departmental directors, vendors, and local and regional technology staff; manage client relations to ensure development of service objective expectations; present ideas and concepts clearly and concisely; conduct meetings utilizing consensus building techniques and conflict resolution strategies.

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for adult learners; develop and implement a comprehensive plan; demonstrate sufficient physical stamina to deliver training programs; 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.

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.

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.

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 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 district. 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.