

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: CHIEF ACADEMIC OFFICER

GENERAL STATEMENT OF JOB

Under little or no direct supervision, the Chief Academic Officer is responsible for assisting the Superintendent with leadership and supervision in developing, achieving and enhancing educational programs and related services. This position supervises and manages all academic service areas which include but is not limited to instructional improvement, curriculum and instruction, professional development, exceptional children services, academically gifted services, co-curricular activities, extracurricular activities, and support services. Administers school improvement efforts and addresses academic concerns of teachers, parents, administrators, students, staff, and the community. Employee works with other divisions and outside agencies to share information and determine the most effective means of meeting student needs. Employee supervises a staff of professional, technical and clerical personnel. Employee also works on various special projects as assigned by the Superintendent. Reports to the Superintendent.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Serves as leader of all areas aligned to academic outcomes, including but not limited to academic improvement, curriculum, professional development, special populations (exceptional children, academically gifted, English as Second Language) and student support services.

Directly supervises leaders of all departments in this division which includes but is not limited to instructional improvement, curriculum and instruction, professional development, exceptional children services, academically gifted services, co-curricular activities, extracurricular activities, and support services.

Works closely with Assistant Superintendents and Executive Directors in all academic areas to evaluate existing curriculum programs; based on general observation and the results of Accountability Services testing, determines the need to update School Improvement Plans (SIP).

Develops collaboration and cross-departmental teams with Research and Accountability, Student Services, and Teaching and Learning to improve services and develop the capacity of schools for continuous improvement.

Provides direction for the improvement of student achievement in grades Pre K - 12 system-wide; develops, organizes and implements models of technical assistance for schools with low student achievement; develops, organizes and implements models of continuous improvement for schools with average - to - high student achievement.

Prepares and delivers written and oral presentations on academic accountability to the Board of Education, principals, teachers, parents and community groups; attends regular meetings of the Board; conducts staff meetings; attends other related meetings.

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Collaborates with school system departments, community agencies, local universities, research laboratories, etc.; seeks advice from, as well as shares information with each group; maintains contact with other school systems to share ideas and information.

Conducts special projects as requested; serves as a guest speaker at universities, makes presentations to the community, performs tasks requested by the Superintendent and/or Chief of Staff.

Maintains various records and creates summary reports of the progress in the division.

Assumes leadership role on the Superintendent's Cabinet; assists with long-range strategic planning; assists with developing system-wide budgets, plans, policies and activities; performs various duties as assigned by Superintendent.

Supervises and conducts personnel administration duties for direct subordinates, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Assists in determining the types of programs needed by schools and makes appropriate recommendations; addresses the needs of staff.

Provides input on professional development activities for GCS; monitors the latest research, trends and development in all areas of education and interprets these matters for the Superintendent, cabinet and senior staff members.

Collaborate with Research and Accountability to provide research and testing for measuring the effectiveness of the system-wide educational program.

ADDITIONAL JOB FUNCTIONS

Monitors legislation affecting students' and their academic achievement.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters degree in education administration, and 10 to 15 years of experience in school administration, including knowledge of academic and accountability testing. Doctoral degree in Education in an area related to academic accountability services preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license. Must possess a N.C. certificate in Administration or Curriculum.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, overhead projectors, video cassette recorders, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including education, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

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Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of Academic Accountability services plans offered by the school system.

Thorough knowledge of student services available through outside public and private agencies.

Thorough knowledge of federal, state and local regulations regarding accountability services plans.

Thorough knowledge of the County and School Board policies, procedures and standards regarding education.

Considerable knowledge of the organization and communication channels of the school system.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the current literature, trends, methods and developments in the area of academic accountability services planning.

Considerable knowledge of the principles of supervision, organization and administration.

Considerable knowledge of appropriate procedures for emergency situations in school.

Considerable knowledge of the North Carolina Standard Course of Study.

Skill in assisting, developing and supporting staff.

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Skill in collecting new ideas for academic accountability services planning from outside sources.

Ability to review and evaluate the overall effectiveness of large programs.

Ability to develop goals and long-range plans for large programs.

Ability to develop and administer system-wide budgets, policies and programs.

Ability to develop policies, procedures and standards for services offered.

Ability to accurately interpret state and federal regulations and school policies.

Ability to use common office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.