

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR – COMMUNITY AND BUSINESS PARTNERSHIPS

GENERAL STATEMENT OF JOB

Under minimal supervision, the Director of Community and Business Partnerships serves as a liaison between the Superintendent and community organizations and representatives. The Director is responsible for coordinating district-wide campaigns for community organizations that serve GCS students and employees. The Director leads community engagement initiatives that advance District goals and programmatic priorities. The Director should possess a thorough understanding of and exhibit proficiency in the following: community engagement research, planning, implementation and evaluation; community-based organizations; interpersonal communications; and, community meeting facilitation and consensus-building strategies that help diverse groups and individuals achieve common goals. This position requires strong interpersonal, oral presentation, written and verbal skills. Knowledge of various communities within Guilford County as well as public education arena is preferred. Strong project and team management skills are required. The Director of Community and Business Partnerships reports to the Chief of Student Services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provide leadership for the development, management, implementation and evaluation of a comprehensive community engagement strategy that supports achieving the mission, vision and strategic direction outlined by the superintendent in the District's Strategic Plan and in a manner consistent with the District's Core Values.

Lead and coordinate major district and school community relations campaigns and initiatives, including but not limited to the United Way(s) of Greensboro and High Point, United Negro College Fund, Arts Greensboro and United Arts Council of High Point, among others.

Provide feedback from community groups and representatives to the Superintendent, Chief of Student Services and other school/district leaders with the goals of intervening early before issues escalate and improving school/district community relations.

Promote positive relationships between the district and the community by accompanying the Superintendent to community meetings and by serving as a liaison between the Superintendent, school district and community-based organizations. Organize, execute and evaluate proactive community relations activities.

Direct and assist district leadership, department leaders and school principals in developing community engagement plans and activities; help connect school and district personnel to neighborhood groups, grassroots advocates, local businesses, and non-profit organization personnel.

DIRECTOR – COMMUNITY AND BUSINESS PARTNERSHIPS

Develop and maintain a thorough knowledge and understanding of the district’s strategic plan, instructional programs, facility development plans, and other strategic priorities, as well as district protocols and procedures. Assist community representatives with connecting with GCS information, resources and personnel.

Represent the Superintendent and Chief of Student Services at designated events.

Maintain confidentiality of information.

Maintain a complete record of all community engagement activities and partnerships.

Perform other duties assigned by the Superintendent and/or Chief of Student Services.

Perform other related work as required.

MINIMUM TRAINING AND EXPERIENCE

A master’s degree in education, business, public relations, public administration or related field is required, and seven (7) or more years of progressive experience in educational leadership, program coordination experience, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be (1) physically able to operate a variety of equipment including computers, facsimile machines, audio-visual equipment, copiers, calculators, etc. and be physically able to operate a motor vehicle; (2) able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and 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, give instructions, assignments or directions to subordinates or assistants

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

DIRECTOR – COMMUNITY AND BUSINESS PARTNERSHIPS

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions in order 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 and follow oral and written instructions; effectively communicate and use Standard English with efficiency

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

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

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; have minimal levels of eye/hand/foot coordination

Color Discrimination: Requires 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 emergencies

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. Requires the ability to communicate via telephone

KNOWLEDGE, SKILLS AND ABILITIES

Speak, write and present professionally in a concise, clear, persuasive and credible manner and use data effectively to support ideas, communications, and proposals.

Ability to represent the Superintendent, Chief of Student Services and GCS in a positive and professional manner.

Strong project management, group facilitation, consensus building, and related skills.

The ability to team with individuals from diverse areas and different levels within the district from senior leaders to individual contributors.

DIRECTOR – COMMUNITY AND BUSINESS PARTNERSHIPS

Develop effective working relationships with a variety of organizations, groups and individual district stakeholders including parents, community members, advocates, non-profit organizations, service providers, the arts community, business personnel, professional associations, Realtors, senior citizens, alumni groups, universities and special interest organizations.

Work effectively, cooperatively and respectfully with staff, parents and community members regardless of race, creed, color, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability.

Use interpersonal communication, tact, and diplomacy to achieve consensus and cooperation, especially when dealing with difficult or divisive issues.

Recognize sensitive issues and maintain confidentiality.

Work autonomously with a high degree of accountability.

Anticipate questions and formulate the answers under pressure; exercise good professional and political judgment at all times; refer inquiries to the appropriate parties within GCS and then follow-up to make sure need is met or issue is resolved/decision has been communicated.

Meet deadlines in fast-paced, demanding environment.

Take initiative and follow-up on community concerns, questions and requests for assistance; track responses in Let's Talk and in other tools.

Manage multiple tasks and competing deadlines; work collaboratively with school principals and district personnel.

Work a flexible schedule including evening and weekend hours.

Operate personal computer, related software, and other office equipment; Knowledge of MS Office suite, including but not limited to MS Word, Excel, PowerPoint; knowledge and skill in using relational databases, variety of communication channels and project management/planning tools.

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 this job.