

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: ENRICHMENT REGION REGIONAL SUPERINTENDENT

GENERAL STATEMENT OF JOB

Under little or no direct supervision, performs a variety of supervisory and administrative tasks in directing the operation of schools within the Enrichment Region of the Guilford County school system. The enrichment region will consist of up to 10 of the most highly impacted schools in the district and the purpose is to focus resources and programs toward the specific needs of these schools. Employee is responsible for creating vision. Employee is responsible for implementing the district's mission in the assigned region, and improving achievement within the region. Employee is accountable for connecting assigned schools with the communities of the assigned region by participating in community organizations, community functions and extra-curricular activities. Employee will be expected to be highly visible in the communities of the assigned region. Employee creates operational processes, plans and coordinates programs for schools, conducts observations of the schools, assists and advises principals, and evaluates the principals annually. Employee manages issues of a non-academic nature including building maintenance, finance, human relations, transportation, parent communication, employee communication, food service, and any other management issue. Employee is also responsible for handling community concerns regarding schools and for working with community agencies to jointly address those concerns. Employee is a direct report to the Superintendent with additional direction from the Chief Academic Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervises and evaluates principals; serves as liaison between principals and the Superintendent and Chief Academic Officer; works with principals to resolve school-based concerns and problems; assists principals and teachers in striving for maximum student achievement.

Associates with students, teachers, principals, directors, superintendents, the Board of Education, business leaders, consultants and parents, receiving suggestions, advice and general feedback on the operations of schools; helps ensure an open line of communication across the school system hierarchy, bringing insight from all levels to incorporate in policy and decision making.

Conducts on-site observations of assigned schools in the system; provides feedback, support and suggestions to principals; conducts and documents formal evaluations of principals.

Assists principals with decision making and problem solving; plans and develops programs to be implemented across assigned schools; assists in the implementation of district initiatives; monitors the results of programs implemented; develops policies, standards and a vision for assigned schools.

Attends meetings and participates in GCS related activities at the request of the Superintendent

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and/or Chief Academic Officer; provides input into long range improvement plans; monitors the development and implementation of school improvement plans; stays abreast of directions coming from the Superintendent and/or Chief Academic Officer and initiates the implementation of those directions in the schools.

Publicly responds to concerns of the Community regarding schools; coordinates with community agencies to address the problems and needs of schools and their students.

Supervises and conducts personnel administration duties for principals, including evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave. Recommends hiring and dismissal to Superintendent.

Supervises the work of school principals, ensuring adherence to established policies, procedures and standards; advises and assists subordinates, as necessary, resolving problems as situations arise. Participates in budget decisions at the regional level; oversees expenditures for assigned schools as well as for all County schools.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education Administration, 3 to 5 years of experience as a classroom teacher and 6 to 9 years of experience as a school principal; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must possess a license in school administration from the State of North Carolina. Must possess a valid North Carolina driver's license.

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, calculators, cellular phones, 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, 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.

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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, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, 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 standard English.

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 algebra, descriptive statistics, statistical inference and statistical theory.

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. Must 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 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 the County and School Board policies, procedures and standards regarding secondary education.

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

Thorough 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, and developments in the field of education administration.

Considerable knowledge of social factors influencing teenagers.

Considerable knowledge of conflict resolution techniques.

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

Skill in counseling and developing staff.

Ability to develop long range plans for K-12 education.

Ability to collect and analyze statistical data.

Ability to use common office machines and 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 them.

Ability to plan and evaluate strategies for improving instruction.

Ability to develop meaningful annual budgets.

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.

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.