

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SCHOOL SUPPORT OFFICER

GENERAL STATEMENT OF JOB

The School Support Officer is a key instructional leadership and management position with wide latitude for independent judgement and decision-making, as well as assisting in the formation of educational policy and practice. Guided by the district's vision, mission, and goals, the School Support Officer will supervise, support and evaluate principals within the assigned cluster to significantly increase student achievement across all student subgroups, close the achievement gap and meet state, district, and school targets. Works closely and collaborates with chief officers, executive directors and identified school principals and their leadership teams to increase and accelerate the overall effectiveness and efficiency of the instructional service delivery system for all students. Reports to the Chief of Schools.

Employee should exhibit knowledge and skills in effective leadership, strategic planning and change leadership, management, human resource development, and customer service. Further, the employee should exhibit dispositions that reflect a valuing of diversity and equity. Employee is accountable for connecting assigned schools with the communities of the assigned cluster by participating in community organizations, community functions and extra-curricular activities. Employee must be highly visible in the communities of the assigned cluster. 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 address those concerns.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Maintains an aligned K-12 instructional program that addresses state, local, and federal requirements to ensure academic achievement.

Supervises the work of school principals in the assigned cluster, ensuring adherence to established policies, procedures and standards.

Fosters a culture and climate that supports student and staff success and promotes respect and appreciation for cultural diversity.

Establishes and promotes high standards and expectations for principals, teachers and students that result in effective instruction in every classroom and maximum student achievement.

SCHOOL SUPPORT OFFICER

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.

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

Uses data to improve classroom instruction and increase student achievement by collecting, analyzing, and determining next steps based on:

- disaggregated state test scores
- school walkthroughs
- collections of student work
- interim assessments

Considers differences within the school's instructional practices to determine whether effective variations should become part of the school's core program.

Assists principals in the development of appropriate professional development programs.

Advises and assists principals and school staff, as necessary, to resolve school-based concerns and problems as situations arise.

Serves as liaison between principals, the Superintendent and Chief of Schools.

Ensures alignment of instructional resources with system's priorities and strategic plan.

Monitors implementation of safe school programs and resolves situations between schools, parents, and community.

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

Monitors school progress through feedback from students, teachers, principals, directors, superintendents, the Board of Education, business leaders, consultants and parents.

Receives 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.

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

SCHOOL SUPPORT OFFICER

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

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 the Chief of Schools and the Superintendent.

With the support of Human Resources, coordinates the staffing of all positions and ensures support for inducting and retaining personnel.

Provides assistance and support to building principals in evaluating and supporting marginal staff.

Participates in budget decisions and oversees expenditures for assigned schools.

Stays informed of current research on best instructional practices.

Considers and adapts to the effects of social and technological developments on teaching and learning.

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 at least 3 years of experience as a school principal; 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 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.

SCHOOL SUPPORT OFFICER

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, 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.

SCHOOL SUPPORT OFFICER

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of the County and School Board policies, procedures and standards regarding secondary 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, 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.

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.

SCHOOL SUPPORT OFFICER

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.