

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SENIOR DIRECTOR – LEADERSHIP, RECRUITMENT, AND DEVELOPMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs highly responsible leadership work to carry out school system mission and goals in Administrator Recruitment. Work involves planning, collaborating and participating in the development and implementation of a strategic recruitment plan to attract and retain an academically forward-thinking and diverse school administrator population and is responsible for the recruitment, onboarding and professional development of new principals and assistant principals. Employee maintains files and records related to beginning administrators; and is responsible for assessing program needs, setting specific goals; developing training programs to meet specified needs, and evaluating the effectiveness of implemented programs. The employee is committed to building a culturally diverse school leadership staff that addresses the needs of staff, students and the school community. Employee is also dedicated to contributing to an inclusive teaching, learning and working environment that focuses on ensuring success for all while working to eliminate existing inequities. This position reports to the Chief of Human Resources.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Implements a comprehensive school administrator recruitment, development and retention plan that is aligned with district outcomes.

Works closely with the communication and district-relations team to develop a strategic school leader marketing plan; Builds a strategic school administrator recruitment plan that aligns and complements the goals and objectives that are outlined in the District Strategic plan.

Develops and implements comprehensive recruitment plans for aspiring teacher leaders, aspiring assistant principals and aspiring principals.

Designs and implements Principal and Assistant Principal Orientation and onboarding programming.

Conducts site visits to new Principals and Assistant Principals to assess effectiveness of onboarding strategies; observe administrator interactions with staff, students, parents and other stakeholders.

Partners with Colleges and Universities on the identification and placement of administrative interns.

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Arrange College, University and other visitations to market the District, build partnerships and recruit diverse candidates.

Assists in reviewing, revising and managing College/University and District agreements for educator preparation programs, including student and administrative internships.

Works with the Superintendent’s senior leadership team that includes the Chief of Human Resources, Chief of Academics and Chief of Schools.

Works collaboratively with the Office of Professional Leadership and Learning, Chief of Schools and Chief Academic Office to ensure effective onboarding, development and retention of staff.

Works closely with the Office of Research and Accountability to analyze recruitment and retention efforts, school and staff performance outcomes and designs strategies to increase effectiveness of new school leaders.

Leads, manages, and assesses external and internal recruitment and development efforts; partners with local and national organizations to support the development of a leadership pipeline that promotes opportunities for internal staff and actively engages external sources for candidates.

Meets with aspiring principals and assistant principals to share information about administrative opportunities in the district; to assess skills; to provide training and professional development.

In collaboration with the Office of Human Resources, Professional Leadership and Learning and the Chief of Schools, recommends new strategies, programs, and technologies that will advance school administrator recruitment.

Collaborates closely with the equity, diversity and inclusion office to address disparities and district needs in the recruitment, hiring, onboarding, development and retention of school leaders.

Provides exceptional leadership, and mentorship to aspiring leaders as they develop new skills to ensure academic success for all students and an optimal working environment for staff.

Ensures the effectiveness of programs and events designed to recruit, develop and retain school leaders.

Engages and collaborates with the Office of Accountability and Research to provide data analysis and market research to assist in recruitment efforts and influence decision-making.

Integrates predictive modeling and initiates data-informed decisions into all appropriate recruitment activities to achieve targeted goals.

Provides overall support to the recruitment, retention, hiring, and development efforts of employees.

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Supports the operation of alternative licensure programs, including GCS-ACT, through observations, small group sessions and individual meetings.

ADDITIONAL JOB FUNCTIONS

Carries out duties assigned by the Chief Human Resources Officer (or designee) as required to meet district goals and objectives.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in School administration/leadership; and five to seven years of experience as building level leader. Minimum of 10 years of experience in educational leadership which provides the required knowledge, skills and abilities. Doctorate and three to five years of successful principal experience at multiple levels preferred.

SPECIAL REQUIREMENTS

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 automated office machines including computers, typewriters, calculators, copier, facsimile machines, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to 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 to subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, manuals, etc. Requires the ability to prepare correspondence, reports, forms, instruction, etc., using prescribed format and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak to 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; deal with several abstract and concrete variables.

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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; and to determine percentages and decimals.

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 automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. 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 persons acting under stress.

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

Considerable knowledge of internal and external resources for leadership.

Considerable knowledge of current literature, trends and developments in the field of organizational development.

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

Skills in supervising and coordinating large programs.

Ability to assess staff development needs.

Ability to set high level goals and develop long range plans.

Ability to develop, implement and evaluate training programs.

Ability to develop, implement and evaluate curriculum and instruction.

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Ability to maintain complete and accurate records and to develop meaningful reports from them.

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

Ability to communicate effectively both orally and in writing.

Ability to establish and maintain effective working relationships as necessitates 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 this job.