

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DIRECTOR – POLICY DEVELOPMENT CHIEF OF STAFF**

#### **GENERAL STATEMENT OF JOB**

The Director–Policy Development leads Guilford County Schools (GCS) in the development of policies and administrative regulations that will improve learning and life outcomes for students by aligning GCS’s policies with the Superintendent’s priorities and the district’s strategic plan. Reporting to the Chief of Staff, the Director–Policy Development will be an integral part of the organization’s leadership team. The Director works closely with the Superintendent, Chief of Staff and Board of Education’s Policy Committee, as well as with other district officials, senior leaders and principal to improve outcomes through systems change.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

The Director-Policy Development will primarily facilitate the district in revamping district policies over the next several years to strategically align all policies and procedures with the district’s mission, vision and goals. Essential role responsibilities include:

##### **Policy Expertise and Strategy:**

- Knowledgeable and stays abreast of policy-related developments and current research in PreK-12 education.
- Shares relevant articles, research and executive summaries and potential policy implications with district leaders as appropriate.
- Researches district reform and improvement policy initiatives.
- Leads and facilitates policy development process (conception to public comment and final vote by Board of Education to implementation) through the training of district and school administrators.
- Researches, writes and edits new policies and administrative regulations for review by the Superintendent, Chief of Staff, Board of Education’s Policy Committee, and assists senior leaders in updating policies and administrative regulations as needed.
- Develops proactive strategies to communicate to senior leadership any federal, state or local legislation.

##### **Collaboration and Communication:**

- Works with District Relations, Human Resources, Academic Services and other GCS departments and divisions in developing and executing effective engagement and communication strategies regarding policy initiatives and changes.
- Serves as liaison upon request to various policy-related groups and organizations on behalf of the Superintendent and/or Chief of Staff.
- Responds to inquiries from employees and the public regarding school board policies and administrative regulations.

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- Prepares strategic communications including written comments, policy issue papers, summaries and analyses, talking points, presentations, and external meetings synopses on assigned issue areas.
- Works with other departmental staff on projects such as representation of the school system to various organizations, staff meetings, general office reports, and general information sharing.

### **Policy Management and Compliance:**

- Oversees the identification, competitive bidding, and selection, management and monitoring of external vendors.
- Works with appropriate personnel to archive and maintain records in accordance with legal requirements and ensures the district's policy website and collateral materials are up-to-date.
- Develops budgets for policy-related initiatives; monitors budgets and processes to ensure compliance with GCS policies and regulations for procurement.
- Leads, manages and monitors the district responses to public records requests in keeping with state and federal statutes, and district expectations regarding timeliness and transparency of information.

### **ADDITIONAL JOB FUNCTIONS**

Performs other duties as assigned.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in political science, educational administration, business administration, public affairs, or a related field plus 7 or more years of experience in educational leadership or any equivalent combination of training and experience which provides the required skills, knowledge and abilities. A Master's degree in political science, public policy, public affairs, public relations, educational leadership or related field, and/or Accreditation in Public Relations (APR) preferred.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines and equipment including computers, copiers, calculators, overhead projectors, cameras, 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.

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

**Language Ability:** Requires the ability to read correspondence, reports, forms, etc. Requires the ability to prepare correspondence, reports, handbooks, etc., using proper format. Requires the ability to talk to groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate efficiently and effectively in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the principles of statistics.

**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 office equipment. 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 persons acting under stress.

**Physical Communication:** Requires the ability to talk and/or 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**

### **Key Competencies: Knowledge, Skills & Abilities:**

#### **K12 Policy Knowledge:**

- Superior grasp of public policy issues affecting PreK-12 public schools.
- Knowledge of current research regarding urban and large district systemic change initiatives focused on improving student learning and life outcomes.

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- Knowledge of public and school board policy development processes.
- Ability to maintain absolute confidentiality of records, verbal communications, written and digital communications, legal matters, and related information.

### **Written and Communication Skillset:**

- Superior skills in interpersonal communications, developing and giving presentations, public speaking, communications planning and project management.
- Strong ability in crafting messaging for a variety of audiences.
- Superior writing and editing skills using variety of formats (electronic and print).

### **Team Leadership:**

- Ability to hold self and others accountable for results: manage the work of others, including direct reports.
- Ability to train, support and motivate employees and school staff to embrace organizational change and related policies and administrative regulations.
- Self-starter with the ability to exercise independent judgment and initiative in applying standards to a variety of work situations.
- Reflect, accurately assess own strengths and growth areas, solicit feedback, and seek growth opportunities.

### **Influence and Communication:**

- Ability to influence and engage various stakeholders in various settings including leaders, employees and public.
- Ability to develop and maintain strong interpersonal relationships on behalf of district administration.
- Build positive relationships and coalitions. Maintain visibility and work collaboratively with diverse stakeholders at all levels.
- Ability to communicate with various stakeholders and tailor message for the audience, context, and mode of communication.
- Ability to conduct strong group facilitation and consensus building skills.

### **Organizational Effectiveness and Project Management:**

- Ability to develop standard operating procedures to improve organizational efficiency.
- Ability to use a variety of office machines (i.e. computer-driven word processing, spreadsheet and file maintenance programs).
- Ability to establish and maintain records/files in accordance with legal and district requirements, and to prepare data reports.
- Strong organizational and project management skills with the ability to manage multiple projects and meet deadlines with a focus on results.

Works with other departmental staff on projects such as representation of the school system to various organizations, staff meetings, general office reports, and general information sharing.

## **DIRECTOR – POLICY DEVELOPMENT**

### **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.