

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DIRECTOR OF STRATEGIC PLANNING AND SPECIAL PROJECTS**

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

Under limited supervision, performs a variety of highly responsible administrative and supervisory tasks in leading strategic planning, designing processes and systems to improve organizational effectiveness. Leads and coordinates special projects involving multiple departments, divisions and schools. Provides training and professional development for senior leaders, principals and other administrators and coordinators on effective process and project management, identifying and managing key performance indicators to increase organizational performance, and related aspects of continuous improvement program management. Reports to the Chief of Staff.

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

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

Provides leadership and expertise to the school district in the areas of strategic and school improvement planning, execution, monitoring and evaluation; program and project management; and other strategies, techniques and tools associated with high-performing organizations.

Ensures the successful completion of major projects and initiatives associated with the district's strategic plan, Say Yes Guilford/Say Yes to Education, and others as assigned by the Chief of Staff or Superintendent.

Leads and oversees the Strategic Plan Accountability Committee (SPAC), and confers with district officials to plan business objectives, develop organizational policies, and coordinate functions.

Addresses planning implementation issues and challenges as needed, and assists in removing barriers inhibiting progress and/or success. Reports progress to the Chief of Staff.

Serves as liaison to sponsors and project managers on behalf of the Chief of Staff in order to track and measure project performance targets. Uses tracking tools to ensure all goals, strategies and objectives of the strategic plan are met on time, on budget, involve appropriate stakeholders, and are delivered at or above the specified quality parameters.

Facilitates project management training, and works with sponsors and project managers to ensure that all strategic plan deployment projects are developed in accordance with accepted industry standards and GCS protocols.

Develops and delivers quarterly presentations regarding the district's progress in meeting strategic plan goals and benchmarks to Chief of Staff, Superintendent, Council, Cabinet and the Board of Education, and to principals and other groups as needed.

Confers with district officials to plan business objectives, develop organizational policies, and

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coordinate cross-division and cross-departmental functions.

Provides drafts of needed Board policies, administrative rules, and status reports for the Chief of Staff's review and action.

Conducts staff meetings as needed to interpret changes in Board policy or administrative rules, to discuss developments, and to evaluate trends in education.

Leads employee and public engagement efforts to ensure wide and representative participation by all stakeholders in GCS strategic planning and special projects. Prepares recommendations for consideration by the Chief of Staff, Superintendent, Council, Cabinet and the Board of Education.

Counsels the Chief of Staff, Superintendent and other Council members on strategic planning, project management and organizational development.

Keeps apprised of and interprets all laws, regulations, statutes, rules and policies affecting the school system.

Attends Board of Education meetings, and presides over other meetings as designated by the Chief of Staff.

Represents Guilford County Schools in the community and gives speeches and presentations to community groups, as designated by the Chief of Staff.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work and duties as required/assigned.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in educational, business or public administration required; doctorate or certification in project management preferred, in education, business, public administration, or a related field, and 5 or more years of progressive experience in strategic planning, project management, organizational leadership and development in large, complex and heavily regulated environments; or, any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **KNOWLEDGE, SKILLS AND ABILITIES**

**Laws, government and school board policy**– Demonstrates significant knowledge of relevant local, state and federal laws, legal codes, school board policies and procedures, district procedures and protocols, court procedures, government regulations, executive orders, agency rules and other related concerns governing school safety and security, public administration, and educational administration.

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**Leadership, administration and management** – Knowledge and ability in effective leadership, administration and management, including strategic planning, resource allocation, procurement, human resources, collaborative leadership strategies, process and project management, group facilitation, ethics, and coordination of people and resources. Understanding of educational organizations, public school systems and other governmental bodies/units.

**Complex problem-solving and critical thinking ability**, including the ability to identify potential risks and benefits, reviewing data and related information, and collaborating with other senior leaders in developing, implementing and evaluating potential options and solutions.

**Service orientation** – Proactively seeking to provide service and solve problems within collaborative, team-oriented environment. Genuine desire to help others.

**Child-centered orientation** – Genuine desire to put the needs of children first, and demonstrated understanding of the developmental needs and concerns of children and young people, ages 3 – 22.

**Public speaking, oral communications** – Demonstrated ability in clearly and concisely communicating information to wide range of employees, parents, emergency responders and the public.

**Confidentiality, trust and emotional intelligence** – Ability to handle sensitive information and maintain privacy and confidentiality in keeping with legal mandates and school board policies; ability to build positive and trusting relationships with various levels of employees. Demonstrates high levels of emotional intelligence. Knowledge of human behavior and performance; knowledge of organizational behavior/development and performance, and group behaviors.

**Diversity** – Understanding of and sensitivity to diverse cultures, races, ethnicities, genders, sexual orientations, abilities, and other aspects of working in a diverse, multi-cultural community. Understanding of institutional racism, implicit bias and other relevant issues as applied to student discipline, academics, parental and community engagement, and other aspects of working for an educational organization.

**Respectful and Responsive Service** – Knowledge of principles and processes for providing respectful and responsive service to internal and external audiences and groups, including the ability to train and evaluate staff against high standards of respectful and responsive service to all internal and external customers.

**Communication** – Considerable knowledge of the organization and communication channels of the school system; considerable abilities and skills in effective internal and external communication strategies and tactics, including public speaking, media relations, crisis communications, and other

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related areas. Ability to represent district and serve as representative of the Superintendent, Chief of Staff, and other executive leaders.

**Ethics and Character** - 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, including school board policies and procedures. Must adhere to the highest standards of ethical leadership.

**Instructional Leadership** – General knowledge of the North Carolina Standard Course of Study as well as knowledge, skills and ability in instructional leadership and improvement.

**Policy Development, Research and Program Evaluation** – Ability to develop and implement policies, procedures and standards for services offered. Ability to evaluate the effectiveness of existing programs and make recommendations for improvements.

**Business Tools and Processes** – Knowledge, skills and abilities in identifying and using various business tools, including but not limited to spreadsheets, content management systems, databases, presentation software, project management software and tools.

### **SPECIAL REQUIREMENTS**

Must possess a valid North Carolina driver's license. Industry and professional association certifications in strategic planning, project management or related areas of expertise preferred. Licensure in educational administration preferred.

### **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, 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.

**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, articles, proposals, contracts, etc. Requires the ability to write, edit and prepare correspondence, reports, forms, evaluations, policies, 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.

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**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 a variety of technical or professional languages including medical, legal and counseling terminology.

**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 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.

### **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 assigned to this job/position.