

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR OF LEADERSHIP DEVELOPMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of tasks to lead the successful implementation of district leadership development. The employee is non-evaluative but works collaboratively with GCS leaders to determine appropriate topics and areas of need for principals and assistant principals. Employee coordinates the delivery of professional development opportunities for new principals and assistant principals as it relates to leadership development. Employee coaches new principals in the first year and other principals as identified by regional and district leadership. Employee performs a variety of administrative tasks including induction, support and professional development for assistant principals and principals. Employee should be well-skilled in making effective oral presentations before large groups of people. Employee reports to the Executive Director of Induction and Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES **ESSENTIAL JOB FUNCTIONS**

Designs, implements and supports Leadership Development Program for internal employees demonstrating interest in school leadership opportunities. This program will include high-quality, research-based professional development specifically designed for employees who self-select or who are identified by district or regional leadership as potential candidates for future leadership roles.

Provides high-quality, research-based induction of new principals (new and new to GCS) – including development of orientation activities (within one month of employment) and initial site visits to provide on-site support.

Provides individualized coaching for principals over the first two years of the principalship based on need.

Collaborates with district and regional leadership to provide coaching and support of identified principals experiencing change – i.e. change in level, opening a new school, turnaround or priority. Support may include providing district level professional development or one on one support with a specific plan for improvement including a timeline and measurable objectives.

Collaborates with district and regional leadership to provide strategic intervention for identified principals experiencing difficulty (short-term) in different areas – i.e. community engagement, evaluation of teachers, communication. Support may include providing district level professional development or one on one support with a specific plan for improvement including a timeline and measurable objectives.

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Collaborates with district and regional leadership to provide intensive intervention for principals needing higher level, longer term support in crisis or directed professional development plan. Support may include providing district level professional development or one on one support with a specific plan for improvement including a timeline and measurable objectives.

Creates, plans and delivers high-quality, research-based professional development specifically designed for first-year assistant principals focused on transition to leadership, overview of district goals and priorities, and the North Carolina Executive Leadership Standards.

Aligns all activities to GCS Strategic Plan goals and needs identified through review of student achievement data, leadership evaluation data and regular working conditions surveys.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in school administration and evidence of successful experience as a school principal.

SPECIAL REQUIREMENTS

Must possess a teaching certificate and a valid principal's license 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, 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.

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Language Ability: Requires the ability to read a variety of correspondence, reports, forms, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, 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 and statistical inference.

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: 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 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

Demonstrated leadership ability resulting in improved achievement for students

Masterful knowledge high-yield instructional strategies and effective instructional leadership practices.

Highly developed presentation skills

Knowledge of effective professional development models that lead to increased student achievement

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Excellent oral and written communication skills

Considerable human relations and human development skills

Good technical skills with technology and presentation tools

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

Ability to collect and analyze statistical data

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information

Ability to plan and evaluate strategies for improving instruction

Ability to exercise considerable tact and courtesy in frequent contact with the public

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