



Executive Administrator of Schools

Reports to: Area Assistant Superintendent

Division: School Leadership

Structure/Grade: 133

Workdays: 246

Position Summary

Provides leadership to assist Principals and school leadership teams in implementing an effective academic program. Assists the Area Assistant Superintendent in promoting overall efficiency and maximizing operational and administrative services in support of educational opportunities for students and families. Assists the Area Assistant Superintendent in evaluations of school Principals

Essential Job Duties

- Coaches Principals in schools to achieve higher achievement levels for students with particular attention paid to closing the achievement gap
- Focuses on using multiple sources of data to assist Principals in determining strategies to support student success; identifies professional development needs based on data indicating schools' needs
- Supports and assists planning professional development and helps school leaders address academic and other challenges to support student success
- Engages in meaningful dialogue with Principals to address instructional, social, and emotional, and other needs of students and families
- Assists Principals and school leadership teams to expand their repertoire of instructional strategies to ensure deeper learning
- Completes performance evaluations of Principals as requested by Area Assistant Superintendent
- Supports parents, students, families, and community members in resolving conflicts
- Identifies recurring obstacles to student success through the study of common causes of discipline problems and works with school leadership to address these problems with particular attention to the achievement gap
- Ensures compliance with federal laws, Georgia statutes, DCSD Board of Education regulations, policies, rules, and procedures relating to instructional programs
- Completes all trainings and other compliance requirements as assigned by the designated deadline
- Performs other duties as assigned.

Qualifications

- Master's Degree in Education Leadership, Education Administration, Curriculum Development, or closely related area from a Professional Standards Commission approved accredited college or university is required.
- Minimum of seven (7) years previous experience with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy required.
- A minimum of three (3) years as a building level principal required.
- Valid Georgia Professional Standards Commission-approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6, or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.



Knowledge, Skills, and Abilities

- Knowledge of principles, practices, and techniques that support the efficient operation of information technology environments including hardware, networking, and telecommunication services; strong strategic planning skills, well-developed leadership and management skills; ability to develop new concepts to integrate seemingly unrelated processes; organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; principles and methods for establishing goals, objectives and implementation plans to accomplish technology solutions for identified needs; the role of information and educational technology in an educational agency.
- Skill in planning and directing in a large technology division that involves coordination and integration of multiple interrelated activities and projects; preparing and maintaining multiple operating budgets; providing budgetary support and feedback to technology department directors; formulate and implement program goals, objectives, and schedules; develop and implement strategic plans and changes required to achieve agency goals and objectives; comprehend and interpret laws, rules, regulations, and policies pertaining to programs and services; communicate effectively, both orally and in writing; supervise, train, and evaluate the work of assigned staff; establish and maintain collaborative relationships with executive staff, departmental directors, vendors, and local and regional technology staff; manage client relations to ensure development of service objective expectations; present ideas and concepts clearly and concisely; conduct meetings utilizing consensus building techniques and conflict resolution strategies.
- Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for adult learners; develop and implement a comprehensive plan; demonstrate sufficient physical stamina to deliver training programs; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously.

Physical Demands and Work Environment

- Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
- Extending hand(s) and arm(s) in any direction.
- Fingering: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.
- Expressing or exchanging ideas using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.
- Ability to receive detailed information through oral communication and make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.
- The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of the lens of the eye to bring an object into sharp focus),

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification and the current documents obtained in the Division of Human Resources, the latter will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.

Reviewed/Revised: 08/07/2024



- Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

By signing below, I agree that I have read and understand the requirements and the essential functions of this position.

Employee: _____ Date: _____

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