

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: OMBUDSMAN

GENERAL STATEMENT OF JOB

Reporting directly to the Chief of Schools, the Ombudsman provides support to the School Support Officers and principals who are directly responsible for ensuring high quality teaching in each classroom that will allow Guilford County Schools to accomplish its key goals outlined in the Strategic Plan, Ignite Learning. The Ombudsman serves as a key conduit between the community, parents and students and the district office and school teams. The person in this role must be a trusted partner and advisor, an empathic listener, and a problem solver who can help bring understanding to a complex system and bridge gaps when misunderstandings occur. The Ombudsman ensures that the team is partnering across the district departments, working closely with the student supports and academic services teams, to ensure alignment of district resources with the needs of students and families.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Equity Leadership and Student Success

Serve as a champion for equity, ensuring that district plans and strategies are aligned to meet student's needs equitably.

Cultivate a commitment among all staff to enable all students to achieve high standards.

Confront preconceptions and model open dialogue around race, culture, class and other issues of difference.

Demonstrate the cultural proficiency, sensitivity, and equity to ensure students' needs are met.

Partnerships and Relationship Building

Communicate with various stakeholders to ensure that expectations are clear and that questions are answered directly and transparently.

Consult with district and school leaders to develop strategies and recommendations that will improve community relations.

Act as a liaison between the district and the community; creating a cooperative working relationship between the schools and the community.

Partner with leading educational and community organizational leaders, school-based staff, students and their families to support, inform, improve and enhance the execution of key initiatives.

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Planning and Prioritization

Develop and implement a system to investigate, respond to, and resolve issues, complaints, and concerns of parents, community groups and other public stakeholders which have been elevated to the School Support Officers or district office.

Review and analyze trends across the Learning Areas to help School Support Officers and principals identify training, resources, and support for school level teams and administrators.

Create proactive systems that garner feedback from students and families to inform the effectiveness of organizational policies and practices and the satisfaction of complaints resolutions.

Promote Guilford County Schools to elevate the work and share available resources with families, community partners and other key stakeholders.

Support the allocation and management of resources (including money, people, time, etc.) aligned to students' needs.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

A clear track record of working and advocating in diverse economic and multicultural communities and environments.

Master's degree in educational administration, or a related field from an accredited college or institution preferred but not required.

Three years of supervisory/administrative/management experience, preferably in a large urban school district.

Knowledge of state and GCS policy, goals, procedures, organizational culture, and management preferred.

Ability to navigate uncertainty and ambiguity, and to prioritize work efforts to execute overall strategy.

Exceptional written and oral communication skills.

Eligible for NC Administrator license preferred, but not required.

Eligible for valid NC driver's license at time of hire.

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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, overhead projectors, video cassette recorders, 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, 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 prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, 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 a variety of technical or professional languages including education, 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.

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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

Vision and Courage to Ensure All Students Achieve

Serve as a champion for equity, ensuring that district plans and strategies are aligned to meet student's needs equitably.

Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.

Foster and inspire a clear and compelling vision.

Be courageous in addressing matters of equity, race, and bias in decision-making with confidence and empathy.

Emotional Intelligence and Professionalism

Keeps composure when conversations are challenging, and decisions are unpopular.

Maintains a keen awareness of the interests and motivations of others, acts with integrity in a politically complex environment, and maintains confidentiality about sensitive issues and student information.

Problem Solving and Decision Making

Able to lead complex and difficult tasks transparently and effectively.

Exhibit deep understanding of the complex role of the school leader, the complexities of teaching and the tools/supports necessary to improve student outcomes.

Analyze complex, nuanced data from multiple angles and exercise judgment in making critical decisions and communicate the implications to diverse audiences.

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Exhibit critical thinking skills with an ability to analyze data, identify trends and diagnose root causes; then establish goals, metrics for success, and track results.

Influence, Leadership and Communication

Demonstrate leadership presence that gains the confidence of others in order to fulfill the vision of the Chief of Schools.

Communicate effectively, tailoring messages for the audience, context, and mode of communication.

Build trust and positive relationships among district leadership, School Support Officers, principals, parents, students, and community stakeholders to execute the shared vision for the district.

Navigate politically complex structures, relationships, and dynamics to challenge ideas and enable thoughtful decisions and positive outcomes for students.

Listens compassionately with an open mind, seeking to understand other perspectives before establishing the path forward.

Maintain visibility and work collaboratively with diverse stakeholders at all levels.

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.