CHIEF OF STAFF

MINIMUM QUALIFICATIONS:

Candidates must have a Master’s degree, and a New York State School District Administrator (SDA), or School District Leader (SDL) certificate by the time of appointment, with a minimum of eight (8) years of supervisory/management experience. Experience as a senior level administrator in an urban school district with a large racially and economically diverse population is preferred.

Candidate must also have:

Demonstrated track record of success in:
• Leading strategic educational initiatives.
• Coalition and relationship building across a diverse group of stakeholders.
• Leading significant cross-functional initiatives in diverse and complex organizational settings.
• Thriving in an achievement-oriented and fast-paced environment.
• Demonstrated oral and written communication skills

POSITION:

The Chief of Staff will be a results-driven self-starter who plays a key role in Buffalo Public School’s future by helping to drive improved student results, including growth and achievement, college and career readiness, and closing the achievement gap. The Chief of Staff will play a crucial role in ensuring that BPS realizes its district and school transformation goals.

The Chief of Staff will also serve as a key extension of the Superintendent’s office, driving enhanced communication, collaboration, and alignment of the Executive team to accomplish the Superintendent’s and Board goals. The Chief of Staff will serve as a key advisor and problem-solver for the Superintendent. The Chief of Staff will be responsible for ensuring that expectations and deadlines are clearly communicated to executives and that issues that need the Superintendent’s attention are dealt with in a timely way. S/he will lead key initiatives, inform the Superintendent’s schedule, assist in overseeing staff performance, facilitate communication between the Superintendent’s Office and other internal and external stakeholders, and represent the Superintendent, when needed, at public events.

REPORTING

The Chief of Staff will be a direct report to the Superintendent of Schools and will supervise department(s) as directed by the Superintendent of Schools.

RESPONSIBILITIES:

Specifically, the Chief of Staff will be responsible for the following:

• Serve as a key member of the Superintendent’s executive cabinet, acting as a thought leader and task implementer.
• Oversee selected operations of the Office of the Superintendent, including board communication, oversight and performance management for executive staff, and executive meetings and retreats.
• Provide leadership and support to the Superintendent’s direct reports to ensure that the district’s strategic goals and objectives are met.
Serve as a key contact to BPS departments, staff and community members.
Anticipate and assure that appropriate plans are in place and executed on behalf of the Superintendent
Facilitate external relationships with community groups, policymakers, funders, and other stakeholders.
Collaborate with a wide variety of internal and external stakeholders to facilitate conversations that lead to consensus, buy-in, and course correction as needed.
Attend meetings, capture major take-a-ways, and work with executive team to ensure follow up as well as monitor progress/achievement of next steps
Work with Executive staff to align their actions, communications and program of work in support of agreed upon goals.
Scope, plan and execute multiple, often quick-turnaround projects with minimal outside assistance
Present findings to Superintendent, Executive staff, or Board, as appropriate
If necessary, oversee transfer of projects to other stakeholders within the organization and ensure effective execution of the work.
Perform other duties as determined by the Superintendent.

SKILLS AND ABILITIES REQUIRED:

The following characteristics and physical skills are important for the successful performance of assigned duties.

Empathy and Commitment to Cause:
- Deep understanding of the urban school system environment and commitment to improving student achievement.
- Passionately believes that all students can achieve at high levels.
- Demonstrates cultural competence and a deep understanding of and empathy for issues facing urban families.

Communication, Interpersonal and Team Skills:
- Builds and maintains strong relationships.
- Works successfully alone or on a team.
- Coaches, coordinates, and leads teams.
- Strong verbal and written communication skills; tailors message for the audience, context, and mode of communication.
- Actively listens to others and able to effectively interpret others’ motivations and perceptions.
- Builds consensus and resolves conflicts; exhibits willingness to have difficult conversations.
- Skillfully navigates existing political structures/systems.

Problem Solving and Systems Thinking:
- Understands how various systems / departments interact to achieve the long term goal.
- Makes decisions using data and technology.
- Takes initiative to solve problems and create stakeholder buy-in.
- Identifies and prioritizes mission critical issues with alignment of people, time and resources.
- Offer innovative solutions to seemingly intractable problems.
- Exhibits strong focus on goals and results. Sets clear metrics for success.
- Thrives in achievement-oriented and fast-paced environment.
- Removes barriers or obstacles that make it difficult for principals to achieve their goals and ensures that school leaders have the resources they need to succeed.
• Demonstrates excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.

Leadership skills:
• Motivates, inspires, and moves other adults to action to achieve ambitious goals.
• Skilled at re-envisioning, building, and managing a team, especially in a time of growth and change; excellent at identifying talent and taking advantage of each person’s skills and contribution to team effort.
• Builds and maintains positive relationships with individuals and groups.
• Moves groups to consensus and resolves conflicts. Exhibits willingness to have difficult conversations.
• Builds coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, families, communities, and/or advocacy groups.
• Establishes clear expectations, deliverables and deadlines.
• Sets clear agendas and facilitates effective meetings.
• Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets.

APPOINTMENT: Appointment will be made by the Superintendent following assessment of training, experience, credentials and evaluation of service. Individual and group interviews shall be scheduled where appropriate.