

SENIOR EXECUTIVE DIRECTOR OF STRATEGY

DEFINITION

A Senior Executive Director of Strategy creates, communicates, executes, and monitors strategic initiatives and policies and is responsible for managing assigned departments and functions of the District including, but not limited to, data and accountability, program evaluation, strategic initiatives, schools of choice, and enrollment.

TYPICAL DUTIES

Develops, directs and reviews strategic, operational, and administrative projects to support change management, customer service, and an active learning environment District-wide.

Develops, implements, and monitors strategies to position the District to better service students.

Reviews systems, processes, plans, and performance data to improve the overall delivery of services to students, parents, the community, and schools.

Represents the District on professional, governmental, and community committees, task forces, commissions, and in problem solving conferences with parents, community groups, and governmental representatives.

Oversees the preparation and completion of reports and the analysis and interpretation of related data for District administrators, staff, and the public for effective decision making.

Recommends the implementation of goals and objectives as well as proposed board policies to improve or promote strategic and innovative educational and operational programs.

Advises the District administrators on regulations, policies, and procedures.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Senior Executive Director of Strategy advises and serves as a lead for strategic initiatives and policies.

SUPERVISION

The Senior Executive Director of Strategy receives administrative direction from the Chief of Staff. General supervision is exercised over management, administrative, and professional employees.

CLASS QUALIFICATIONS

Knowledge of:

Strategic planning and business restructuring

Theories, techniques and methodologies related to managing operations of a large, complex urban organization in a culturally diverse community

Collaborative problem-solving methods

Board and other regulations affecting school district

Principles of organization, management, systems analysis, budgeting, staff development, communications, and personnel administration

District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts

Principles of training, employee evaluation, employee relations, progressive discipline, and merit system employment
Effective administrative and managerial practices and ability to implement them

Ability to:

Plan and administer complex initiatives and operations involving coordination of efforts of multiple specialized units
Analyze present problems, identify potential problems, and develop and evaluate possible solutions
Facilitate group processes, including consensus building and conflict resolution.
Contribute to strategic planning and establish objectives
Communicate effectively in writing and orally
Coordinate personnel management activities and resolve immediate and long-range problems
Maintain, through subordinates, the accuracy and currency of records and reports, while meeting regular and special demands for data
Make effective public presentations of complex data and plans

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree. A Master's Degree is preferred.

Experience:

Five years of management experience in business, legal, policy, or operations experience preferably including the implementation and/or development of strategic plans.

Special:

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle, or the ability to utilize an alternative method of transportation.

SPECIAL NOTES

1. An employee in this class may be subject to the reporting requirements of the District's Conflict of Interest Code.
2. Travel to locations throughout the District may be required.

The class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

New Class
03-06-25
RGK