



PORTLAND PUBLIC SCHOOLS

Human Resources

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CHIEF OF STAFF

BASIC FUNCTION

Under policy direction, serve as an extension of the Superintendent of Schools to advance the district goals for improving student achievement, increasing equity, improving access to quality programs for traditionally underserved populations and assuring all schools are safe, inclusive places that promote excellence for all students; Oversee the operations of the Office of the Superintendent, including serving as the liaison to the elected Board of Directors, Center for Black Student Excellence, Government Affairs, and performance accountability of top leadership at PPS that directly report to the Superintendent; Ensure district and board adopted policies, protocols and initiatives are coordinated and implemented across PPS departments and schools, including the support of schools in the daily operations and emergency responses to provide quality and safe learning environments for all students; Create and maintain internal culture of accountability and transparency across PPS departments.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Support the district's daily operations and provide general professional support including providing policy advice, decision-making and operational assistance; provide leadership and support to the Superintendent's direct reports to ensure that the district's strategic goals and objectives are met; ensure that expectations and deadlines are clearly communicated throughout the organization and that issues that need the Superintendent's attention are dealt with in a timely manner. "E"
- Set the strategic direction of the Superintendent's calendar to ensure that it aligns with district priorities, including vetting and evaluating requests from internal and external constituents; anticipate and assure that appropriate plans are in place and executed for superintendent meetings and events. "E"
- Oversee Governing Board policy development and offer policy interpretation and advice; preparing and contribute to reports, briefings, presentations and responses on Board goals and specific issues; work with the Board Secretary to prepare agendas, structure meetings, and ensure accuracy of minutes; organize subcommittees, and gathering and disseminating information for the Board and on their behalf. "E"
- Review district-wide organizational structures as they relate to providing operational and educational services to business practices and the student population; develop efficient models which combine best practices with administrative goals; involve leadership team members in the development of models and deployment of strategies designed to support district staff, school based leaders, professional educators, students and others to support diverse student, teacher and community stakeholder populations. "E"
- Serve as the liaison between district leaders and the Superintendent of Schools and members of the governing board; serve as a key contact to district departments, staff and community members, collaborate with district administrators and key stakeholders in the development and support of District initiatives and priorities. "E"
- Manage the Director of Government Affairs to ensure federal, state, local legislation, budgets and policies align and support PPS values and education goals. "E"
- Supervise the Center for Black Student Excellence to create a transformational approach to Black student learning, advancing a culture of Black excellence, unify and elevate the Black educational experience and improve outcomes for Black students; establish and maintain key partnerships and identify stakeholders in support of this vision and initiative. "E"

- Work closely with the Office of General Counsel to ensure compliance with state, federal laws, PPS policies, and management of legal issues at the school and district levels. “E”
- Collaborate with a wide variety of internal and external stakeholders to facilitate conversations that lead to consensus, buy-in, and course correction as needed; build leadership teams which reflect diverse perspectives; ensure district staff actively engage and advocate underrepresented families of color, including those whose first language may not be English, as essential partners in their student’s education, school planning and decision-making. “E”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Represent the district in meetings, workshops, conferences and professional activities. “E”
- Learn and use district information technology systems to perform routine tasks, such as performance management assessments, and accessing program, staffing, financial reports and budget information. “E”
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Chief of Staff provides operational assistance by managing special projects and leading key initiatives by resolving complex issues that require executive leadership and direction; by supporting the deliverables of the Superintendent’s Cabinet Team; and by ensuring that expectations and deadlines are clearly communicated to staff. This employee serves as a key strategic planner, advisor, decision maker and problem solver for the Superintendent, ensuring that issues needing the Superintendent’s attention are addressed in a timely way. The Chief of Staff supports the Superintendent by serving as the executive liaison with the Governing Board and by facilitating effective communication with the Board’s leadership team and with individual Board members. This employee is a strong leader with high ethical standards who understands and models cultural competence and is a skilled communicator who create connections with district leaders, staff, students, families and community partners.

EMPLOYMENT STANDARDS

Knowledge of:

K-12 Education public schools’ laws, policies and guidelines.
Structures and systems related to elected officials and appointed leaders.
Public meetings and records laws.
District organization, operations, policies and objectives.
Effective leadership and management strategies and techniques.
Structures and systems related to elected officials, appointed leaders and board governing bodies.
Collection of and data use methods.
Report writing and presentation techniques.
Academic achievement standards which align to district goals
Existing and emerging technologies, including education, business and internet software applications.

Ability to:

Build and manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
Lead significant cross-functional initiatives in diverse and complex organizational settings.
Skillfully navigate existing political structures/systems.
Motivate, inspire and move others into action to achieve assigned goals.
Manage and complete projects with attention to detail on time and with relevant policy experts, staff and internal and external stakeholder involvement.

Advocate, model and implement Portland Public School's Racial Equity Initiative.

Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education, school planning and District decision-making.

Problem solve and effective conflict resolution at the district and school level on issues such as policy, culture, administrative and other emerging issues relating to the successful operation of schools.

Preview and anticipate structural, operational, and political needs to support successful policy development, adoption and implementation.

Build and maintain strong relationships.

Coach, coordinate and lead teams.

Demonstrate strong organizational skills.

Establish clear expectations, deliverables and deadlines.

Set clear agendas and facilitate effective meetings.

Direct, supervise, counsel and evaluate programs and staff.

Balance and prioritize multiple projects, issues and decisions under time sensitive deadlines.

Communicate a culture of equity that is student centered.

Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.

Learn and implement the PPS Equity in Public Purchasing and Contracting and other board policies.

Manage and complete projects with attention to detail.

Balance multiple projects under tight deadlines.

Actively listen to others, build consensus and resolve conflicts.

Model ethical behavior at all levels.

Communicate high expectations of ethical behavior to others.

Operate a variety of computer technologies and related hardware and software.

Education and Training:

A Bachelor's degree in Education, Business Administration, Public Administration, Political Science, Governmental Relations or a related field is required. A Master's degree is desirable.

Experience:

A minimum of ten (10) years managing the development and execution of multiple, organization-wide strategic initiatives in a large organization is required. Experience working at the cross-section of public policy, media and community engagement is required. Experience working directly with elected officials, superintendents, executive cabinet leaders, school board or other governance boards, city managers or community representatives is required.

Experience working in a richly diverse school community and environment and bilingual or multilingual skills are highly desirable.

Special Requirements:

Positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Work hours will routinely include evening and weekend activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an office setting with regular visits to elementary, middle, K-8 and/or High School campuses and extensive governing board, district leadership and public contact with frequent interruptions. Work hours will routinely evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work: Ad-hoc.

*FLSA: Exempt
Bargaining Unit: N/A
Work Year: 260
Salary Schedule: SL200*

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