WORKFORCE PLANNING AND STAFFING ADMINISTRATOR

Objective

- Effective workforce planning of short and long term staffing needs which are documented and implemented in consultation with others and within the allocated funding and in line with resource allocation decisions which are essential to ensure that resource usage is effective and targeted to the educational needs of the students.
- Forecast planned and unplanned staffing demands.
- Optimize utilization of staffs’ competency in staffing classrooms.
- Ensure continuous supply of highly qualified employees.

Position Summary

The Workforce Planning and Staffing Administrator analyzes the licensure, endorsements, knowledge, skills experience, and abilities within the current workforce and the plans for future human resource staffing needs in schools; analyses the gaps between the school’s current and future workforce and identifies strategies to meet current and future staffing needs to enable each school to achieve its educational goals. The Administrator ensures effective workforce planning of short and long term staffing needs which are documented and implemented in consultation with others, within the allocated funding and in line with the District goals and objectives.

Supervisory Relationship

This position reports to the Director of Human Resources. The Administrator may be required to supervise support staff as assigned.

Essential Functions

1. Develops, aligns, and coordinates work-force forecasting and staffing plans in support of schools and departments.
2. Develops and analyzes District staffing forecasts; develops plans and strategies to meet current, upcoming and future staffing needs and ensures schools have access to the right employees with the right skills, licensure and endorsement, at the right time and at the right total cost.
3. Analyzes District short and long term workforce trends, including staff attrition and turnover rates; ensures schools’ staff levels are adequate and sufficient to prevent interruptions to learning.
4. Assists schools to strategically prepare for current and future staffing and workforce needs especially hard –to-fill positions. Researchers and analyzes local and national emerging workforce and industry best practice trends in order to develop and implement strategic staffing resource plans and processes.
5. Leads the design and implementation of a workforce and staffing planning model, including HR processes and toolkits for use District-wide.
6. Conducts periodic visit to schools to revisit schools’ master schedules in order to maintain alignment with workforce strategies. Provides consultative support to schools with scheduling as it relates to staffing.
7. Based on schools’ master schedules and student enrollment trends and data provide workforce forecasting and anticipated staffing needs report based on real-time information.
8. Continually assess staffing processes in order to optimize placement of licensed staff in schools. Ensures compliance with the District/Eugene Employee Association (EEA) and the Oregon School
Eugene School District 4J is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act.

9. Works collaboratively with the Finance Department providing data for Finance’s management of position control.
10. Maintains and monitors the fidelity and continuity of the implementation of the District’s staffing plan by reviewing position control data; current enrollment and projections; special education projections; and Title Fund projections.
11. Manages the yearly staffing process from distribution of staffing allocations to principals/administrators to complete school staffing of all vacant positions.
12. Acts as a long range workforce planner alerting and working collaboratively with the Recruitment, Retention, Equity and Staff Development Administrator to ensure continuous recruitment of anticipated staffing shortages especially hard to fill positions.
13. Work in conjunction with the Recruitment, Retention, Equity and Staff Development Administrator to establish recruitment priorities in order to meet present and future staffing demands.
14. Demonstrates skill at bringing together and facilitating disparate groups to achieve shared objectives. Builds trust and rapport with a diverse body of stakeholders.
15. Communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Contributes to cultural diversity for educational enrichment.
16. Coordinates and strengthen HR’s network in order to enhance collaborations, communications and the implementation of the Department’s plans, programs, policies procedures and performance results.
17. Maintains confidentiality in all aspects of the job.
18. Manages staffing and workforce planning functions navigating across complex organizational structures.
20. Communicates and collaborates with all levels of District and state personnel.
21. Fosters an equitable, ethical and safe work environment, which encourages collaboration, skills development and professional growth, and continuous improvement.
22. Maintains on-going communications with the Director of Human Resources to provide updates on the progress, challenges and needs involving the administration of workforce planning and staffing functions.
23. Use appropriate software tools including spreadsheets, databases, and statistical packages to access and analyze data.
24. Coordinate and prioritize data requests from school and district staff with the Data and HR Information Systems Manager in order to ensure timely completion of requests.
25. Leads collaborative efforts involving building and other District staff in the development of research questions/survey questions in order to evaluate workforce and staffing programs. Creates report to inform instruction.
26. Personal skills are critical, including consulting, influencing, relationship, and trust building; able to inspire action among a diverse population with multiple perspectives; willing to ask questions and learn vs. telling and doing.
27. Perform other related duties as assigned by supervisor.

Required Knowledge, Skills and Abilities

- An unwavering belief that all students can achieve at high levels.
- Must be a self-directed individual who is a strategic thinker and has strong decision making skills.
• Ability to use multiple sources of data to inform short- and long-term decisions; analytical and organizational skills required.
• Demonstrated commitment to improving student outcomes and educator and staff effectiveness.
• Strong leadership skills with experience and background in an instructional leadership role.
• Ability to multi-task and manage flow of simultaneous projects in a fast-paced environment.
• Superb communication and interpersonal skills.
• Outstanding diplomacy and relationship building skills, problem solving skills, a consultative approach and the ability to analyze, forecast, and plan.
• Ability to build trust and rapport with a diverse body of stakeholders.
• Ability to establish and maintain strategic partnerships.
• Skilled at bringing together and facilitating disparate groups to achieve shared objectives.
• Demonstrated experience navigating through complex organizational structures. Demonstrated ability to manage change and ambiguity.
• Strategic planning and operational deployment skills desirable.
• Ability to build programmatic change initiatives throughout the organization and build solid relationships at all levels of the organization.
• Knowledge of all components of the educator career continuum (recruitment, preparation, evaluation, growth and development, retention, and recognition).
• Understanding of Eugene School District Educator Effectiveness and Growth Systems.
• Experience designing, building, and leading talent acquisition functions highly desirable.
• Ability to drive results, strong analytical and mediation/negotiation skills, and strong process orientation.
• Ability to extract and manipulate data using software from various application sources including databases.
• Excellent interpersonal skills and customer focus, with the ability to positively interact with administrators/managers, employees, and vendors.
• Understanding of and ability to work within a political environment with competing demands and limited resources.
• Credibility with schools and other stakeholders; demonstrated ability to lead and manage change.
• Outstanding organizational skills.
• Ability to work effectively with diverse stakeholders.
• Ability to successfully work independently as well as in a team environment.
• High degree of professionalism, integrity, and dependability.
• Demonstrated sense of urgency in accomplishing goals and objectives to ensure success.
• Strong commitment and interest in enhancing the role of Human Resources as a strong service provider to schools and departments.

Minimum Qualifications

Education

Bachelor’s degree in Education or related field. Master’s degree preferred. Administrator license required.

Experience

• Five (5) or more years’ experience as a school teacher and district/school administrator or comparable leadership experience in education or related field.
• Administrator License required.
• Experienced in resolving complex issues.
• Knowledge of school/district organization and practice desirable.

**Work Environment**

Work is performed in a high paced office environment. Work frequently includes statistical analysis, qualitative analysis, review of relevant academic research, and the development and interpretation of additional measurement tools (e.g. surveys, data collection, etc.).

<table>
<thead>
<tr>
<th><strong>ADDITIONAL INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Unit</strong></td>
</tr>
<tr>
<td><strong>Pay Grade</strong></td>
</tr>
<tr>
<td><strong>Developed by</strong></td>
</tr>
<tr>
<td><strong>Approved by</strong></td>
</tr>
<tr>
<td><strong>Last revised</strong></td>
</tr>
</tbody>
</table>