

DISTRICT SCHOOL BOARD OF PASCO COUNTY

JOB DESCRIPTION

Human Capital Partner

Department: Human Resources & Educator Quality

Job Code: 1443

FLSA: Exempt Non-Exempt

Salary Schedule: MGMT 8B

Reports To: Director Human Resources

Work Days: 245

Board Approved Date: August 18, 2015

Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for driving the growth of quality human capital (HC) by providing high-quality talent management support and business resources to a network of schools and/or district departments. This is a high-level position that serves as the primary contact for strategic talent functions, including recruitment, staffing, and retention in addition to overseeing HC support staff. Also responsible for building strong relationships with assigned worksites and district office staff to proactively assess HC-related needs, implement actions that effectively develop and leverage organizational talent, and facilitate the alignment of human capital processes with designated district objectives in a measurable and goal-oriented manner.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Establish and maintain strong, positive working relationships with administrators and other hiring managers by serving as the primary point of contact to support the sourcing, screening, selection, assignment, onboarding, transfer/placement, retention, development and performance of high-quality candidates.
2. Support principals and superintendent staff in the planning for and assignment of instructional staff, including long-term substitutes and temporary/mini contract teachers by monitoring and anticipating projected vacancies, enabling effective excess and transfer actions; and providing guidance on human capital (HC) implications of the principal's hiring and staffing decisions.
3. Assist the principals, directors, and/or superintendent staff in analyzing and using relevant data to make informed decisions regarding employee quality, turnover/exit surveys, absenteeism, and other significant levers in improving workforce excellence.
4. Plan, organize, and coordinate activities of employees responsible for onboarding of employees, employee records management, customer service, substitute placement, and/or background screening, ensuring accuracy of data and compliance with all applicable laws and regulations, including Board and union agreements, district policies, and federal/state statutes.
5. Supervise, evaluate, train and delegate work to appropriate staff; and make recommendations for employment.
6. Spearhead employee recruitment through job fairs and other local, regional, and/or out of state events; collaborate with local universities to build a quality consortium of instructional interns; and identify and match candidates based upon a worksite's unique or specific needs.
7. Support principals and other management staff with performance management processes, including performance evaluations, and collaborate with employee relations staff to ensure effective improvement or exiting of low-performing employees.
8. Collaborate with other partners, administrators and instructional leaders to develop and implement human capital strategies that strengthen the ability of schools and district departments to attract and retain the best educators and non-instructional staff.
9. Keep current with school student achievement data to ensure human capital needs are met to continually improve student outcomes.
10. Liaison with other teams/sections within the department to ensure the efficient and effective delivery of human resources services to partner administrators.
11. Communicate administrator and staff level concerns about human capital-related issues to district staff.
12. Work with technology staff to develop ad-hoc reports for stakeholders and/or resolve related information systems issues; and quickly adapt to new technologies.
13. Attend and participate in routine and strategic meetings at schools and/or the District office to become an expert in each partner site.
14. Utilize accountability processes to promote continuous district improvement.
15. Respond quickly to emergency situations and serve as a district representative at emergency shelters as determined by the Superintendent.
16. Perform other duties as assigned.

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MINIMUM REQUIREMENTS:

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:

- Working knowledge of human resource principles
- Demonstrated leadership ability, including strong coaching and conflict resolution skills
- Ability to make administrative and procedural decisions and judgments on sensitive, confidential issues
- Strong analytical skills and the ability to make data-driven decisions
- Excellent problem solving skills and the ability to act decisively
- Knowledge of and ability to understand and interpret applicable policies, state statutes, and federal laws and guidelines, including Florida Statutes, School Board policy, and union agreements
- Strong interpersonal skills and the ability to positively and effectively influence others
- Ability to manage multiple projects with strong results/goal orientation
- Ability to communicate effectively with a variety of audiences, orally and in writing, including electronic media

EDUCATION, TRAINING & EXPERIENCE:

- Bachelor's degree from an accredited institution
- Three years of progressively responsible experience in at least one of the following areas/roles: human resources/human capital management; recruitment; professional development; public school principal, assistant principal, teacher leader.

PREFERRED QUALIFICATIONS:

- Related certification in HR (PHR, SPHR, etc) or education (school principal, educational leadership, etc)

SUPERVISORY RESPONSIBILITY: Direct supervision of assigned personnel. Responsibilities include planning, assigning, and directing work; addressing complaints and resolving problems; training employees; evaluating performance; and interviewing, testing, hiring, and assignment of personnel.

PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

<input type="checkbox"/>	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
<input checked="" type="checkbox"/>	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
<input type="checkbox"/>	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
<input type="checkbox"/>	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
<input type="checkbox"/>	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

R	Sitting	Resting with the body supported by the buttocks or thighs.
R	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically

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		moving surfaces.
O	Bending	Lowering the body forward from the waist.
O	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
O	Kneeling	Bending legs at knee to come to a rest on knee or knees.
O	Crouching	Bending the body downward and forward by bending leg and spine.
O	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion.
F	Reaching	Extending hand(s) and arm(s) in any direction
O	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward .
O	Pulling	Using upper extremities to drag, haul, or tug objects in a sustained motion.
O	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles.
R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
R	Grasping	Applying pressure to an object with the fingers and palm.
F	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position. Please note that there can be more than one condition.)

<input type="checkbox"/>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
<input type="checkbox"/>	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
<input checked="" type="checkbox"/>	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
<input type="checkbox"/>	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
<input type="checkbox"/>	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
<input type="checkbox"/>	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
<input type="checkbox"/>	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
<input type="checkbox"/>	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
<input type="checkbox"/>	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
<input type="checkbox"/>	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
<input type="checkbox"/>	Respirator	The worker is required to wear a respirator.
<input type="checkbox"/>	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative

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work).

Other

MACHINES, TOOLS, EQUIPMENT:

(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, scanners, telephones, etc

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.