



SENIOR DIRECTOR – WORKFORCE DEVELOPMENT

BASIC FUNCTION

Under administrative direction, design, deliver and scale talent development programs including talent management - employee lifecycle, training, performance management, succession planning, leadership and manager development, and career development; develop and implement District-wide standards and best practices and ensure that policies and practices are aligned to meet, advance, and promote a diverse workforce; cultivate stakeholder partnerships which promote and support equity and diversity in the workplace; provide strategic direction and oversight to the employee lifecycle and organizational learning programs and evaluation of effectiveness.

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.

Workforce Diversity Strategy, Policy, Advocacy and Leadership

- Direct and participate in the development of district and departmental policies to ensure inclusion of diversity, equity, and cultural responsiveness in the employment lifecycle and district services delivery. “E”
- Partner with district departments such as the Accountability & Equity Office and guide teams including Talent Acquisition and Workforce Management on employment data selection, collection, and analysis in order to improve the diversity of our workforce. “E”
- Collaborate with cross-functional teams to integrate diversity initiatives into various employment actions. “E”
- Serve as a vocal advocate for diversity, equity, and inclusion; provide leadership and guidance to leaders regarding diversity, equity, and inclusion topics as related to employment actions and human resources functions. “E”

Employee Lifecycle and Talent Development Strategy, Policy, and Oversight

- Direct and manage highly complex and large district-wide and employee group-specific talent, leadership development, and learning programs and initiatives with multiple sub-projects and sub-teams to address business needs and maximize learner experience. “E”
- Partner with HR, the Accountability and Equity Office, and department leaders to translate organizational needs into the employee lifecycle, talent development, and diversification strategies for enterprise-wide and business unit programs focused on senior management, middle management, and non-management staff. “E”
- Track and analyze data on the impact and efficacy of learning plans, development programs, and individual courses; use data to support budget preparation and talent development priorities. “E”

- Utilize the human resource information system to collect forms, and approvals, and tracking of onboarding, training, performance and career development throughout the employee lifecycle. “E”

Employee Training and Onboarding - Development, Delivery, Administration and Evaluation

- Establish and maintain consultative relationships with key stakeholders to develop an operating model and governance structure that will address learning and development needs and ensure practices are consistently applied across the organization. “E”
- Establish and ensure consistent, centralized practices to track employee training and professional development across the organization aligned with the Professional Learning Master Plan, Racial Equity and Social Justice Professional Development Framework, and other key district-wide initiatives. “E”
- Design, deliver, and assess training and coaching programs for non-represented staff, middle managers, and senior leaders to help advance organizational goals, improve retention, increase diversity, and develop leadership skills; identify gaps and opportunities that can be addressed through training, career development, and succession planning. “E”
- Provide district-wide policy and guidance on the implementation and administration of District learning management systems, course catalog, and attendance tracking. “E”
- In partnership with key HR teams including Workforce Management and Employee & Labor Relations, assess the diverse needs of the organization through needs assessments to inform the strategy, design, and implementation of onboarding and orientation programs that align with the PPS strategic vision and goals; coach managers and work teams to create structures and time to onboard and properly support new employees. “E”

Performance Management, Career Development and Succession Planning

- Direct, develop and implement a districtwide non-represented performance management system that is grounded in a research-based Customer Service Excellence model and is aligned with strategic goals and priorities including a systemwide competency framework as outlined in the district’s strategic plan. “E”
- Foster the creation of an environment committed to and supportive of diversity, equity, and continual learning through integrated learning touchpoints throughout the employee development and employment lifecycle; create structures and processes that foster regular and effective feedback from employees including growth and development plans. “E”
- Build succession planning tools and career development pathways to support employee engagement and retention; ensure equitable career advancement programs are in place and aligned to organizational goals. “E”

General Duties

- Recruit, supervise, assign, and evaluate the performance of assigned staff; establish performance requirements and development targets; regularly monitor performance and provide coaching for performance improvement and development; develop, evaluate, discipline, and retain high-performing individuals who are aligned with PPS’s goals and values; work with employees to develop their full potentials. “E”

- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and Contracting, and other board policies. “E”
- Participate in staff development, in-services, and training related to diversity, equity, and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend, and implement improvements to education and business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Provide a variety of written and oral reports; research, source and apply for grants and external funding which provide opportunities and support for enhancement of the district’s equity and diversity policies. “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 Senior Director of Workforce Development oversees and provides leadership in developing, monitoring, researching, and evaluating a wide array of district workforce diversity, employee lifecycle, and learning programs and policies, strategic initiatives, and partnerships. Employees in this classification must be committed to inclusion, equity, and respect for all cultures and communities. Employees in this classification explore and develop strategies to align department and district activities directly to the district’s Strategic Plan, Racial Educational Equity Policy, and Professional Learning Master Plan. This position provides expertise on workforce learning development and employee lifecycle activities.

KNOWLEDGE AND ABILITIES

Knowledge of:

- EEO/AA and local, state, and federal civil rights laws, regulations, and guidelines.
- Employee lifecycle activities.
- Application of instructional design methodologies.
- Diversity in employment, service, and learning development delivery.
- Performance management, career development, and succession planning strategies.
- Methods of research design, statistical analysis, and measurement.
- Analytical, problem-solving, and decision-making methodologies.
- District policies, procedures, and organizational structure.
- Database, spreadsheet, word processing, internet, and presentation software.
- Effective supervision and leadership.
- Public speaking techniques.
- Record-keeping and report preparation techniques.

Ability to:

- Advocate, model, learn, and implement Portland Public School’s Racial Equity Initiative, Affirmative Action, Equity in Public Purchasing and Contracting, and other board policies.
- Manage conflict, deal with controversy, and handle sensitive information and data with confidentiality.

- Demonstrate strong interpersonal, written, and verbal communication skills.
- Adapt to and thrive in a fast-paced work environment with a demanding workload and changing/competing priorities, timelines, and deadlines.
- Work independently under minimal supervision.
- Deliver professional presentations to a variety of district, public, and community officials and stakeholders.
- Work collaboratively with a variety of people and establish effective relationships with those contacted in the course of work.
- Work through conflict and facilitate quality decision-making and effective problem-solving.
- Identify potential challenges or opportunities for improvement and take appropriate action.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Supervise and direct the work of others.
- Deliver a high level of customer service to district stakeholders.
- Prepare and present complex data in written and oral reports, and represent the district in a variety of public settings.
- Operate a variety of technologies and related software.

EDUCATION AND EXPERIENCE

Education: A Bachelor's degree from an accredited college or university, with a major in Cultural Studies, Psychology, Sociology, Education, Human Resources, Public Administration or a related field.

Experience: Seven (7) years of professional-level experience developing a diverse workforce, conducting research, analysis, and/or program and policy development within Education, Employee Lifecycle, Talent Development, Learning, Performance, and Succession planning programs.

Experience as a school-based instructional leader in roles such as teacher mentor, instructional leadership team member, vice principal, assistant principal, and principal, is highly desirable.

Experience working in a richly diverse K-12 school district or public agency is highly desirable.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Work hours will include occasional evening and weekend attendance at meetings, training, workshops, and similar events.

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

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 a standard office environment with public contact and frequent interruptions.

Hazards: Will engage in conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office 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 Eligibility: On-site.

FLSA: Exempt

Approval Date: July 3, 2025

Bargaining Unit: Non-Represented

Job Code(s): 1833

Salary Grade: SL100

Work Year(s): 260

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. *The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).*

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.