JOB DESCRIPTION
Chief Equity & Social Justice Officer

**DIVISION:** Superintendent  
**GRADE:** 149

**DEPARTMENT:** Administration  
**WORK DAYS:** Annual

**REPORTS TO:** Superintendent  
**FLSA STATUS:** Exempt

**POSITION SUMMARY**

The Chief Equity & Social Justice Officer (CESJO) works with the Superintendent to lead the district’s efforts to build a culture of equity and inclusion for all students, families, employees, and community. Included in this work is the development of an overarching vision and strategy for Atlanta Public Schools (APS) to become a diverse, equitable, and inclusive organization in our administration, departments, and across our network of schools with the goal of supporting the district in fulfilling its service to our students and families with fidelity.

The CESJO focuses on data-driven results, relentlessly pursuing the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains. The incumbent approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving, taking the initiative to explore issues and find potential innovative solutions. The CESJO excels in continually changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort, comfortable with ambiguity and non-routine situations. The incumbent leads cross-functional teams to work with divisions and departments, instilling an equity lens throughout the organization, increasing the effectiveness of surrounding teams through collaborations, constant learning and supporting others, and respects and is committed to learning from others. The CESJO is comfortable engaging peers in difficult and courageous conversations related to inequities around race, gender, sexual orientation, ability status, etc.

The CESJO also serves as a member of the Superintendent’s Senior Cabinet participating in the creation and execution of the district’s vision, mission, and strategic plan.

**MINIMUM REQUIREMENTS**

**EDUCATION:**
- Bachelor’s degree, with relevant experience required
- Master’s degree or equivalent preferred

**CERTIFICATION/LICENSE:**
- Valid driver’s license and availability of private transportation, or the availability to get to off-site meetings

**WORK EXPERIENCE:**
- 10 years of related work experience with a demonstrated track record of leading equity and diversity work for large public-sector organizations
- Strong background of managing change throughout a distributed system of entities and teams

**KNOWLEDGE, SKILLS & ABILITIES**
- Commitment to equity as demonstrated by a proven track record of successfully engaging with and improving outcomes for diverse communities and student populations
- Ability to challenge and influence peers to approach all work with an equity lens
• Ability to engage with diverse staff, leadership, and constituents to promote trust, collaboration, and partnerships, both internal and external to the organization
• In-depth content knowledge of the diversity, equity, and inclusiveness (DEI) research base and best practices for organizations striving to become more diverse, equitable, and inclusive
• Ability to develop and monitor indicators of organizational culture and engage employees and senior leadership to create organizational change
• Ability to create/design adult learning and teaching of the content and skills associated with operating with an equity lens
• Strong written and verbal communication skills, including effective presentation skills

ESSENTIAL DUTIES
• Develops a unified definition of equity and organizational equity identity/lens, to define a vision of success in applying the equity identity and lens to the district’s body of work
• Creates programs, plans, and policies to address the inequities of marginalized students and families
• Partners with leaders to define our future vision for APS and engages in the implementation of short- and long-term strategic planning
• Develops a district equity plan/framework, to ensure that our strategic plans are fully reflective of, and inspired by, an equity lens and reflects our equity identity
• Collaborates with the Strategy and Data Analytics teams to develop and monitor equity-focused key performance indicators (KPI's)
• Analyzes and shares observations regarding programmatic practice and innovation, internal and external DEI metrics, and organizational culture and practice, as measured against the unified vision of success of “what equity looks like”
• Co-designs, with appropriate staff, an access improvement framework for marginalized groups and reports on progress related to the district’s Equity Policy and equity plan/framework in partnership with organizational stakeholders
• Monitors progress toward our DEI vision and achievement of our DEI goals as well as the execution of strategies aligned with those goals; advises individuals and departments on appropriate action(s) to be taken as it relates to the achievement thereof
• Partners with the Engagement team to ensure continuous learning and quality improvement regarding KPI’s, DEI metrics, and organizational culture and practice
• Develops and implements district-wide training for all staff to promote cultural proficiency and competency and a climate of equity and inclusion, with regards to implicit bias and best practices regarding underserved and historically marginalized populations (e.g., racial equity, gender equity, LGBTQ+ equity, disability status, etc.)
• Partners with the Human Resources team and provides guidance on the recruitment and retention of underrepresented groups and monitors, evaluates and assess the adequacy of the diversity of candidates in the hiring and screening process
• Collaborates with experts to evaluate APS’s practices, remains current on DEI research and best practices in the education field and beyond and recommends relevant adaptation of APS activities and actions in accordance with that learning
• Partners with students and families to identify barriers to success, explore opportunities for growth, and develop plans for continued improvement
• Plans, guides and advises Superintendent, Board and Senior Cabinet on diversity, equity and social justice issues
• Represents the district in regional and local associations, civic clubs, ethnic and non-profit organizations and boards
Manages the department budget including developing budget proposals, justifying expenses and monitoring accounts
Collaborates with all consultants, committees, stakeholders, community boards, coalitions, businesses, local elected officials and trade association that impact the goals of diversity, equity, inclusion and social justice throughout project
Delivers reports to the Superintendent, Board and internal/external stakeholders on district progress related to the district’s Equity Policy implementation and/or equity plan/framework
Attends all Board of Education meetings and prepares reports for the Board as the Superintendent may request
Participates in the decision making of policy recommendations and strategic planning, as a member of the Superintendent’s Senior Cabinet
Evaluates staff as assigned
Performs other duties as assigned by appropriate administrator
Required to attend scheduled shift during regular business hours as mandated

PHYSICAL ABILITIES AND WORKING CONDITIONS

The Physical Abilities and Other Conditions of Continued Employment listed in this section are representative of, but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment which may be required of positions in this class. Atlanta Public Schools encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Human Resources Department for further information.

Vision: (which may be corrected) to read small print; view a computer screen for prolonged periods.
Hearing: (which may be corrected) to answer telephones and tolerate exposure to noisy conditions.
Speech: to be understood in face-to-face communications; to speak with a level of proficiency and volume to be understood over a telephone.
Upper Body Mobility: use hands and fingers to feel, grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.
Strength: to lift, push, pull and/or carry objects which weigh as much as 5 or more pounds on a frequent basis. Incumbent may be required to physically restrain parties involved in a conflict.
Environmental Requirements: encounter constant work interruptions; work cooperatively with others; work independently; work indoors.
Mental Requirements: read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records.

Additional Work Conditions & Physical Abilities: Will require travel to multiple sites.

Atlanta Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.