

Director - Secondary Education

Purpose Statement

The job of Director - Secondary Education is done for the purpose/s of providing strong leadership for middle and high schools by pursuing a vision for instructional programs and services that are educationally progressive and research-based; and promoting, facilitating, and monitoring the effective and systemic improvement of education in every middle and high school and program.

This job reports to Chief Academic Officer

Essential Functions

- Assists the Director of Elementary Education with the work of all elementary-level personnel on student preparation for the purpose of effectively transitioning to the secondary level.
- Collaborates with identified schools to conduct needs assessment, prioritize needs, identify improvement goals for the purpose of developing schoolwide plans.
- Collaborates with the academic team and building leadership (e.g. conduct meetings, review alignment of instructional practices, curriculum progression, assessment tools, etc.) for the purpose of ensuring effective K-12 articulation of curriculum and academic expectations, and to drive district-wide instructional improvements in a coherent manner that supports Board and District goals.
- Completes Tiered Monitoring process for the purpose of ensuring compliance with all state guidelines.
- Conducts regular and biannual site visits with district leaders and building leadership teams for the purpose of reviewing initial plans and monitoring progress of SIP implementation and needed areas of support.
- Develops/Directs the district middle/high summer school programs (e.g. with the support of the Director of Alternative Learning and the Director of Elementary, including the following curriculum, staffing, budget planning and monitoring, scheduling, registration attendance accounting and reporting, etc.) for the purpose of public information dissemination.
- Involves principals in school improvement goal setting and evaluation of middle/high school programs, using on site visits, and multi-point data as the basis for decisions for the purpose of increasing student achievement.
- Leads improvement efforts toward identified instructional and school performance targets by working collaboratively with building-level administrators for the purpose of facilitating systemic improvement strategies.
- Participates in meetings (e.g. staff, building sites, parents, community patrons, BOE, stakeholders, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects.
- Plans and directs a comprehensive middle/high school education program for the purpose of decreasing the achievement and opportunity gaps between student subgroups.
- Promotes the systemic implementation of progressive educational practices for the purpose of improving student achievement and overall school performance.
- Researches pertinent information relevant to middle/high school education initiatives for the purpose of disseminating to staff for increasing school improvement.

- Reviews school improvement plans, including targeted research-supported strategies, action steps, and accountability measures for the purpose of promoting success for all students.

Marginal Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; principles of best social work practices; and adult learning styles and the change process.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; supervising the use of funds for multiple departments. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 85% sitting, 5% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required in Previous experience as a building level administrator preferred.

Education (Minimum): Masters degree in job-related area.

Education (Preferred): Doctorate degree preferred

Required Testing

None Specified

Certificates and Licenses

Administrators Credential (preferred)
Teaching Credential

Continuing Educ. / Training

None Specified

Clearances

None Specified

FLSA Status

Exempt

Approval Date

Salary Grade

Revised Date

Empowering students to be lifelong learners prepared for the future.