



Position Description

Executive Director of Secondary Education

Salary Level: Based on Act 93 Agreement

Contract/Benefits: Based on Act 93 Agreement

Department or Area: Middle & High Schools

Reports To: Assistant Superintendent of Curriculum and Instruction

Revision Date: August 30, 2018

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Approved By: Jennifer M. Ramos

Qualifications:

1. Masters degree with a major in educational leadership, educational supervision, or a related field; doctorate preferred.
2. Certified as a Secondary Principal
3. Professional Experience in Middle or High School
4. Satisfactory work record & criminal/child abuse clearances (Acts 34 and 151).
5. Hold or be able to obtain a valid Pennsylvania driver's license.
6. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
7. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Summary

Directs and coordinates educational and administrative activities, through middle and high school principals, consistent with the charge of improving student achievement by performing the following duties:

Essential Duties and Responsibilities

1. Evaluates the educational program to ensure compliance with state and school board standards.
2. Serves on the Superintendent's Cabinet Team.
3. Provides leadership in school reform initiatives at the middle and high school levels.
4. Develops and coordinates educational programs through meetings with principals.
5. Works collaboratively with the departments of Community Services, ESOL, and Instructional Support Services in the design, and implementation of projects and programs that will meet the specific needs of students with specialized needs.
6. Works collaboratively with the Director of Grants and Development to ensure that Title I funds, school improvement funds and other grants are linked to the strategic plan and the data reflecting student achievement needs such as the Keystone, PSSA and other data that are used to inform continuous instructional improvement.

7. Participates as a member of the District committees and other oversight teams that have responsibilities in system-wide reform.
8. Works with the Department of Community Services in the establishment of intervention programs to address the dropout rate and monitors the programs for their effectiveness.
9. Provides supervision, leadership, and evaluation of principals and staff as designated by the Superintendent of Schools.
10. Remains current in studies of best practices in middle and high school education and keeps informed of federal, state, and local regulations.
11. Interfaces with the Assistant Superintendent of Curriculum and Instruction and Curriculum Coordinators in instructional course design, revision and implementation.
12. Provides oversight to the high school student scheduling process.
13. Serves as a liaison between schools and parents/guardians/students in resolving student/parent/staff complaints and safety concerns.
14. Works collaboratively with middle and high school principals in establishing safety net programs that will maximize opportunity for students to meet grade level expectations and State and ASD standards in the core content subjects.
15. Presents information and responds to questions from principals, staff, and the general public.
16. Works with all middle and high school principals in establishing annual staffing plans to meet the enrollment and instructional needs of the school.
17. Interfaces with the Director of Accountability and Assessment in using data to inform the work of each of the secondary schools.
18. Provides oversight of the implementation of Instructional Leadership Teams at each of the middle and high schools by holding meetings with principals and the liaisons assigned to the teams.
19. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the Superintendent of Schools.

Supervisory Responsibilities

Supervises principals and staff as designated by the Superintendent. Responsibilities include interviewing, recommending hiring, and training employees; planning and coordinating work; appraising performance; addressing complaints, and resolving problems. Carries out supervisory responsibilities in accordance with the district's policies and applicable laws.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Parent and Community Relations

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Solicits parent feedback to improve school effectiveness; Meets commitments made to parents and the community.

Interpersonal Relations

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others.

Oral Communication

Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills.

Written Communication

Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively.

Teamwork

Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of principals and staff above own interests and recognition; Able to build group commitment to goals and objectives.

Leadership Skills

Visionary Leadership

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism.

Change Management

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

Delegation

Delegates work assignments; Matches the responsibility to the person; Gives authority to work independently when appropriate; Sets expectations and monitors delegated activities; Provides recognition for results.

Leadership

Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others

Managing People

Includes principals and staff in planning and decision-making; Takes responsibility for the performance of principals and staff; Makes self accessible to principals and staff; Provides regular performance feedback to principals and staff; Develops the skills of principals and staff and encourages growth; Continually works to improve supervisory skills.

Quality Management

Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others.

Analytical

Synthesizes complex or diverse information; Collects and analyzes data; Uses research, experience and intuition to complement data.

Safety and Security

Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines.

Problem Solving

Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Cost Management

Works within approved budget; Conserves district/school resources.

Diversity

Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Assembles a diverse staff.

Organizational Support

Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district/school's goals and values.

Strategic Thinking

Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

Personal Competencies

Judgment

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Ethics

Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity.

Motivation

Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals

Planning/Organizing

Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives.

Professionalism

Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions.

Personal Quality

Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality.

Dependability

Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Innovation

Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____

Individual serving in this position

Date: _____