

CHIEF OF SCHOOLS

TITLE: CHIEF OF SCHOOLS

REPORTS TO: SUPERINTENDENT or DESIGNEE

SUPERVISES: SCHOOL PRINCIPALS and PROGRAM DIRECTORS

JOB FUNCTION: The Chief of Schools and school leadership serve as a critical agents to ensure this vision is actualized – *All Fayette County Public School graduates are prepared for college and careers, engaged fully in their communities and ready to excel in a global society.*
The Chief of Schools will oversee principals and program directors who are directly responsible for leveraging high quality teaching and learning in every classroom, every day, for every child. For this reason, the central charge of the Chief of Schools is to develop, support and hold accountable school leaders as powerful agents of change.

MEASURES OF SUCCESS:

- Increase in student achievement and growth:
 - State Academic Standard expectations
 - District based assessments
 - Curriculum benchmark assessments
- Closing achievement and opportunity gaps
- Improve learning, culture, and environment
- Increase student, family, and community engagement
- Increase the high school graduation rate and ensure every child graduates college and career-ready

PERFORMANCE RESPONSIBILITIES:

1. Primary responsibility is to oversee and supervise school leaders, program directors, and schools in the assigned portfolio. The key areas of focus are leadership development and student success, which includes:
 - Implementing with fidelity the district's process for school leaders to consistently monitor the effectiveness of classroom instructional practices and ensuring that instruction is adjusted to meet the individual students' needs and the district's learning expectations
 - Ensuring school leaders are implementing with fidelity the district's continuous improvement process that produces evidence, including measurable results for improving conditions that support student learning and professional practice
 - Supporting school leaders with collecting and analyzing a range of feedback data from multiple stakeholder groups to inform decision-making that results in increased organizational effectiveness and school improvement
 - Working with school leaders to ensure that students have equitable opportunities to develop skills and achieve the content and learning priorities established by the district
 - Working with school leaders to implement formal structures that ensure students develop positive relationships with and have adults/peers who support their educational experiences
 - Leading the change management process, which focuses on transforming schools resulting in

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- a dramatic increase in student achievement
 - Assessing leadership capacity and developing an individualized Professional Growth Plan (“PGP”) for each school leader, which includes conducting regular formal and informal evaluations to support the achievement of each leader’s performance plans and goals of the PGP
 - Developing school leaders through principal network meetings and individual job-embedded support—focused on instructional leadership
 - As the Superintendent’s Designee, assist in identifying, recruiting and engaging in the selection of new principals that are committed to a standard of excellence and can bring results
 - Developing a high-performing team of principals who leverage one another’s strengths and support one another in achieving shared goals
 - Working with school leaders and their instructional leadership teams to assess the needs of their schools through the analysis of implementation data and student outcomes and then develop goals, a targeted theory of action and action plan
 - Work with school leaders to closely monitor school improvement and make adjustments accordingly
 - Appropriately allocate resources to provide differentiated support to schools and monitor to ensure effectiveness
 - Coordinate with District staff to provide tools, services, and strategies for differentiated school-level support for principals and instructional leadership teams that drive school improvement
2. Foster meaningful relationships with families and community partners to provide holistic support for students within and across schools, respond to opportunities and challenges presented by a diverse community, and create a strong neighborhood support structure to ensure all students are achieving.
 3. Manage team administration and operations in adherence to district policy, state law, and in the best interests of all students. This includes making sure that all team members are held accountable for meeting clear expectations.
 4. Work collaboratively with district and school leaders to create a seamless PreK-12 learning community. Create a climate of professional collaboration and sharing of best practices by establishing structures that foster shared learning, information and resource exchange across schools, zones, and within the portfolio.
 5. Partner with district and school leaders to evaluate existing programs, services and practices to expand those that are most effective and reduce or eliminate those that are less effective. Utilize resources (professional development tools, coaching resources, vetted materials and vendors, etc.) to provide appropriate professional learning and supports for schools/school leaders.
 6. In collaboration with the Executive Leadership Team, develop communication and collaboration systems that ensure smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high priority goals for each school and ensure the sharing and implementation of best practices across schools.
 7. Demonstrate a high level of moral imperative to work in the best interest of children. Demonstration of high levels of integrity, honesty, credibility, and courage to make difficult yet necessary decisions is a must.
 8. Attend and participate in meetings, including Board of Education, Equity Council, SBDM and other meetings as assigned.

QUALIFICATIONS AND KEY COMPETENCIES:

1. Is an instructional leader with deep knowledge of literacy and numeracy, as well as experience designing and implementing successful instructional strategies for English Language Learners, students with special education needs, students identified as gifted and/or talented, and students who are reaching for proficiency.
2. Has a proven track record leading and sustaining school improvement efforts, as well as transforming good schools into great ones. Demonstrates a sense of urgency around closing the opportunity and achievement gaps, can lead instructional improvements, and takes targeted action to ensure success.
3. Expertise in leadership development, building an effective team, coaching, and ensuring professional

