

SENIOR CHIEF OF SCHOOL LEADERSHIP

TITLE:	Senior Chief of School Leadership
REPORTS TO:	Superintendent
SUPERVISES:	Personnel as Assigned
JOB FUNCTION:	Provide leadership in establishing and achieving system-wide academic and instructional goals with strategic guidance that will result in improved outcomes for all students and a reduction in the opportunity and achievement gap. Act on behalf of the Superintendent in his/her absence.

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
- Improved instructional leadership capacity among chiefs of schools and principles as indicated by evaluations

DUTIES AND RESPONSIBILITIES:

- Organize district-wide efforts and resources to support district's strategy for school turnaround, school improvement, and instruction and supports for students.
- Monitor implementation of district's strategy for school turnaround, school improvement, and instruction and supports for students and adjust strategy as needed.
- Serve as the supervisor of and support provider for School Chiefs.
- Create a system that uses data to establish a culture of data-based decision making; build capacity to use data collaboratively, continuously and effectively to improve teaching and learning.

SENIOR CHIEF OF SCHOOL LEADERSHIP

- Ensure that School Chiefs are able to help principals identify staff and student needs and suggest leadership strategies to promote continuous improvement in performance.
- Develop capacity of School Chiefs to support principals in improving student outcomes by focusing on student achievement, student support, operations, parent and community involvement, data use, and principal leadership.
- Work with School Chiefs to facilitate the professional learning to principals, assistant principals, and aspiring school leaders.
- Work with School Chiefs and school leaders to ensure expertise in analyzing school data.
- Ensure that School Chiefs are able to evaluate principals' performance to determine competency and effectiveness.
- Ensure that School Chiefs are able to prepare and oversee Principal Improvement Plans and School Improvement Plans.
- Ensure that School Chiefs are able to assist Principals in performance management concerns with staff.
- Work with School Chiefs, the Superintendent, the Equity Officer, the Director of Human Resources, and SBDMs to identify and support the selection process of new principals and assistant principals.
- Work with District Leaders to improve all supports and communication with school principals.
- Ensure that School Chiefs are able to work with school leaders to develop budgets, identify appropriate resources, and approve financial plans.
- Work with district and school level administrators to facilitate resolving school-level grievances and complaints.
- Act as designee for Superintendent for issues related to school improvement and student achievement.
- Collaborate with school partners.
- Demonstrate the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintain regular attendance
- Perform other duties as assigned.

PHYSICAL DEMANDS:

- Work is performed while standing, sitting and/or walking
- Requires the ability to communicate effectively using speech, vision, and hearing
- Requires the use of hands for simple grasping and fine manipulations

SENIOR CHIEF OF SCHOOL LEADERSHIP

- Requires bending, squatting, crawling, climbing, reaching
- Requires the ability to lift, carry, push, or pull light weights

KNOWLEDGE AND ABILITIES:

- Ability to work collaboratively to support school turnaround and school improvement
- Strong instructional leadership capabilities
- Strong management, communication, and interpersonal skills
- Ability to develop, execute, and monitor impact of plans for school turnaround and improvement
- Proficiency managing a data-based, change-management process, and expertise in assessing, understanding and using data to identify a change in instructional practice that will accelerate learning for all students

EDUCATION AND EXPERIENCE:

- Master’s Degree (required)
- Rank I (preferred)
- A minimum of eight (8) years combined certificated teaching and supervisory experience, with a minimum of three years at the supervisory level
- Experience in an urban school district with a large racially and economically diverse population (preferred)

LICENSES AND OTHER REQUIREMENTS:

- Kentucky certification in Administration and Supervision
- Superintendent Certification (preferred)

Original Date: 06- 2016

Revision Date: 12-2018

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