

Roanoke City Public Schools

Assistant Superintendent of Instruction and School Improvement (389)

JOB POSTING

Job Details

Title

Assistant Superintendent of Instruction and School Improvement

Posting ID

389

Description

GENERAL STATEMENT OF JOB

The Assistant Superintendent of Instruction and School Improvement is responsible for overseeing and facilitating comprehensive division efforts across elementary and middle school programs. This role demands active collaboration with school leadership, staff development, curriculum implementation, accountability, and community engagement to ensure alignment with the division's vision, mission, and goals. This role will provide strategic oversight of instructional excellence, promote equity and inclusivity, and ensure that all students have access to quality educational opportunities that prepare them for success beyond their school years. This role will serve on the division leadership team. The Assistant Superintendent of Instruction and School Improvement reports to the Chief Instructional and Administrative Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervise and support elementary and middle school principals, providing leadership coaching with an emphasis on quality instruction and student engagement.

Oversee the implementation of school improvement plans and school reform initiatives, working to close achievement gaps and enhance student achievement.

Monitor curriculum implementation and provide guidance to school leaders and instructional staff to ensure fidelity and effectiveness.

Facilitate professional learning communities and development activities to build instructional capacity among staff.

Provide instructional leadership and support to elementary and middle school principals, instructional coaches, instructional technology resource teachers, targeted school improvement mentors, and teachers to improve teaching practices, instructional strategies, and student engagement.

Analyze student achievement data and other relevant metrics to inform instructional decision-making, policy development and intervention.

Ensure compliance with all standardized testing requirements.

Lead the development and implementation of data-driven strategies using research-based practices and evidence-based interventions to support continuous improvement in student learning and performance.

Champion initiatives that promote educational equity, diversity, and inclusion, ensuring all students have access to high-quality educational opportunities.

Develop and implement policies and programs that address systemic inequities and foster a positive, inclusive school climate.

Strengthen community partnerships and engage with parents, community members, and other stakeholders to communicate division goals and achievements.

Represent the division in community groups, state-level meetings, and public forums to build trust and support for educational programs.

ADDITIONAL JOB FUNCTIONS

Design processes for implementing change and improving student achievement so that all students succeed.

Create direction, leadership, and vision for elementary and middle schools through collaboration with sites, ensuring alignment with division vision, mission, and goals.

Work collaboratively with division level colleagues to improve achievement, close achievement gaps, and prepare all students for career and college readiness.

Recruits, selects, supervises, monitors, and evaluates the performance of Elementary and Middle School Principals in collaboration with the Chief of Instructional and Administrative Officer.

Lead school reform initiatives and collaborate with other Assistant Superintendent(s) to create a division-wide reform effort.

Monitor the implementation of school improvement plans.

Oversee school budget planning and expenditures.

Supervise creation of school schedules to ensure compliance with state requirements for instructional time.

Monitors Elementary and Middle School Principals to ensure classroom observations and evaluations of staff are complete.

Ensure compliance with Board of Education policies.

Establish and communicate guidelines and expectations for handbooks, school websites, newsletters, etc. that enhance and improve communication with students and families.

Provides information and recommendations to the Superintendent, School Board, and Board of Education on issues of curriculum, instruction, staff development, technology, accountability, accreditation, and other issues of general division concern.

Demonstrates positive, collaborative leadership and participates in collegial problem-solving in a variety of situations, departments, and schools, emphasizing teamwork and beneficial effects on student learning.

Serves as a liaison representing the division in various community groups, state-level meetings, and in various settings as assigned by the superintendent.

Facilitates the development of solutions, both long and short term, to issues and problems as needed within any department or school in the division or with groups or individuals outside the division.

Prepares and delivers written and oral presentations to the Board of Education, School Board, principals, teachers, parents, and community groups; attends regular meetings of the Board; conducts staff meetings; attends other related meetings

Supervises and conducts personnel administration duties for direct subordinates, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Supervisory Responsibilities: Evaluates all direct reports and other administrators as assigned.

Direct reports include Elementary and Middle School Principals, and the Targeted School Improvement Supervisor.

Follows through on other duties as assigned.

The duties of the Assistant Superintendent of Instruction and School Improvement will have been satisfactorily performed when the evaluation of this person is at standard or above on the applicable Performance Appraisal Criteria.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in education administration, and at least seven years of experience as a Principal or Central office administrator. Doctorate in Educational Administration or PhD preferred. A postgraduate professional license endorsed in Administration and Supervision is required. Experience as a Principal is highly recommended and preferred.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, adding machines, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar or divergent from obvious standards) of data, people, or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments, or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, newsletters, schedules, manuals, invoices, requisitions, menus, recipes, journals, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, procedures, charts, surveys, articles, bid specifications, brochures, news releases, handbooks, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including medical, legal, accounting and marketing terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra and geometry.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.)

Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Comprehensive knowledge of curriculum design, instructional strategies, and assessment practices.

Demonstrated knowledge of educational leadership and management, including supervisory practices and techniques.

Excellent communication, collaboration, and interpersonal skills, with the ability to engage a wide range of stakeholders, both verbally and in writing.

Strong leadership qualities with a commitment to educational excellence, equity, and continuous improvement.

Excellent interpersonal skills with the ability to develop and sustain positive, effective work relationships with staff and the general public.

Flexibility to work effectively both independently and in teams, with a proven ability to work with various stakeholders to reach consensus.

Knowledge and experience with Advanced Placement.

Proficiency with various forms of technology and various software platforms and Internet databases.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees for this job.

Shift Type

Full-Time

Salary Range

\$115,536.00 - \$192,831.00 / Per Year

Location

Administration on Douglass

Applications Accepted

Start Date

04/22/2024