



HIGH SCHOOL INSTRUCTIONAL PROGRAM ADMINISTRATOR

Mission

- Lead high school staff in increasing student achievement through effective use of curriculum instruction and assessment.
- Provide leadership to ensure students are learning in safe, orderly and supportive environments and are engaged in rigorous and relevant learning experience.

Supervisory Relationship

This position reports to the High School Principal. This position supervises licensed and classified staff.

Essential Functions

- Administers a range of complex academic programs and operational projects to develop and add to the schools' programmatic vision that gets translated into measurable goals and day-to-day implementation (e.g. Internal Baccalaureate (IB) Programs, master schedule, school culture and climate, equity and diversity, teacher and student schedules, attendance, activities, etc.).
- In collaboration with the High School Principal and administrative team, sets ambitious, measurable goals aligned with District and Board goals. Adds his/her vision and imprint to the existing schools' academic programs to help push instructional initiatives to the next level.
- Collaborates with faculty and staff to create the conditions required to build a cultural environment for relentless *adult* learning. Secures high level of buy-in among staff to implement and maintain an adult learning culture.
- Collaborates with faculty and staff and assists the High School Principal in the development of each schools' instructional and academic vision to take schools and their programs to the next level. Assists the High School Principal, faculty and staff to translate the vision into day-to-day implementation strategies.
- Models exemplary leadership traits.
- Provides consistent emphasis on and support for post-secondary and career exploration and preparation though both formal and informal student events and activities.
- Coaches, mentors, engages and retains high-performing instructional staff.
- Acts as an effective leader and ambassador for the campus and District beyond the school campus' walls.

- Anticipates challenges and plans in advance by assessing, reflecting, and acting appropriately.
- Translates learning into programs and systems that get uniformly applied throughout the school campus.
- Acts as communication hub to ensure faculty and staff always have information and resources they need.
- Celebrates staff members' success frequently and visibly.
- Promotes unyielding adherence to a high bar for students' performance.
- Displays above-and-beyond work ethic and contagious passion for closing the achievement gap and a belief that all students can learn.
- Helps others learn and "self-discover" opportunities for improvement through a balance of keen observation, inquiry and advocacy.
- Manages difficult conversations/situations with faculty, staff, students and family members promptly and fairly.
- Builds strong trust-based relationships with all school stakeholders.

Required Knowledge, Skills and Abilities

- Flexible and self-directed.
- Ability to set high expectations while supporting fair treatment and opportunity for all faculty and staff.
- Ability to create a climate in which people want to do their best by using research-based and best practice leadership skills.
- Ability to lead, direct and supervise teachers and staff with clear directions and goals.

Minimum Qualifications

Education

Master's Degree in Education or related field and must hold or be able to obtain an Oregon Administrators license by hire date.

Experience

- Minimum of one year leadership/supervisory role in an education setting with preference given to high school experience.
- Evidence of designing, developing and implementing educational initiatives.
- Evidence of collaborative planning and work.
- Evidence of using data, analysis, wisdom, experience and logical methods to make good decisions and to solve difficult problems.
- Experience building constructive and effective relationships with administrators, staff, parents, students and community.

Work Environment

- Duties are performed in office, school, and community settings.
- Execution of responsibilities may require work beyond the standard workday and workweek.

ADDITIONAL INFORMATION	
Employee Unit	4J Association (4JA) - Professional
Pay Grade	Grade 9 11-Month Work Year
Developed by	Dr. Celia Feres-Johnson – Director of Human Resources
Reviewed by	Dr. Sheldon Berman – Superintendent, Eric Anderson – High School Campus Principal, Laurie Moses – Director of Secondary Education, Sara Cramer – Director of Elementary Education PK-5.
Approved by	
Last revised	June, 2012