



Executive Director of Academic Services

FLSA Status:

Exempt

Qualifications:

Master's degree +30 graduate credit hours with in-depth preparation in school leadership, district leadership, and curriculum, instruction and assessment
Doctorate preferred

Certification and Licenses:

Missouri Administrator Certificate (or ability to obtain)

Clearances:

Criminal Justice
Fingerprint/Background
Clearance

Salary Schedule:

TBD

Experience:

- Excellent interpersonal and communication skills with staff, parents and patrons
- Demonstrated excellence in written communication
- Demonstrated success at designing and maintaining a positive, collaborative culture
- Demonstrated success at designing and leading strategic planning and continuous improvement including the establishment of data priorities to raise student achievement
- Ability to exercise sound judgment on sensitive issues
- Effective public speaking skills

Reports to

Deputy Superintendent

Terms of Employment

12 month employee, with benefits according to Board policy

Purpose Statement

The Executive Director of Academic Services provides direct support and feedback to all instructional and administrative staff on the development of district-wide school improvement efforts and the related programs that support student services grades Pre-K through 12. This position is responsible for all matters related to the development and delivery of instructional programs, assessment, professional development, and use of technology in the school district. This position is responsible for the management of instructional services based on the effective use of data, collaborative processes that include all stakeholder groups, and the use of research based instructional strategies. The Executive Director of Academic Services makes budget and staffing projections/allocation for the maximum effective use of human and financial resources in the Academic Services Department.

Essential Job Functions

Program Leadership: As the Executive Director of Academic Services, provides leadership in defining and implementing an instructional framework that supports the learning of all students, leads to equitable student outcomes, and honors the identity of each student.

Planning and Programming: Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession.

Professional Development: Provides leadership to development of a comprehensive professional development program for all instructional staff, including ongoing administrative professional development and support in enhancing instructional practices. The professional development program is fiscally responsible and ensures increased probability that teachers and administrators will change their practice. Works closely with administrators, teachers, instructional coaches and other departments to identify best practices and to improve instructional practice.

Curriculum and Instructional Support: Ensures the development of effective instructional support methods, including instructional coaching, probationary teacher professional development and District sponsored university courses. Works with administrators, teachers, and instructional coaches in selecting, developing, and aligning curriculum consistent with state academic standards and district philosophy and goals. Directs the articulation of curriculum across the K-12 spectrum. Reviews district instructional and curricular programs for cultural responsiveness. Collaborates with other relevant stakeholders to continually improve the inclusivity of instructional methods and curriculum.

Financial Management and Strategic Planning: Advises the Superintendent and Board on the financial needs and implications of the educational program. Administers programs within approved budget parameters including allocation of staff (FTE) resources. Oversees and/or participates in preparation of staffing analysis and reports. Takes action to determine allocation and redirection of FTE. Maintains and approves expenditures from program budgets.

Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement educational goals and objectives and to assure effective implementation and operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and managers and the organization.

Program Direction and Staff Supervision: Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across programs functions. Approves position structures and operating practices essential to the development and delivering of quality programs and services. Recruits and assigns staff ensuring that they possess and practice the values necessary to achieving the level of program delivery and customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates communication, collaboration and coordination processes that assure all staff is timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.

Program Evaluation, Analysis and Feedback: Establishes a system of data collection and analysis that provides for continuous assessment of instructional program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to the Superintendent and other relevant stakeholders to share the program evaluation results.

Other Job Functions

- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations
- Supports district/school decisions in a positive manner with the public and staff
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities
- Demonstrates professionalism and appropriate judgment in behavior, speech, dress and appropriate professional manner for the workplace
- Reads, analyzes, and interprets professional journals, state data, state standards, board policy, administrative procedures and forms, and governmental regulations and guidance
- Maintains strict confidentiality
- Adheres to good safety practices
- Adheres to all district rules, regulations and policies
- All other duties as required or assigned
- Ability to work to implement the vision and mission of the district

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with al need to upgrade skills in order to meet change job conditions. Specific skill based competencies required to satisfactory perform the functions of the job include: strong visionary and supportive leadership skills; strong team building and management skills; operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; read technical information; compose a variety of documents and/or facilitate group discussions; and analyze situations to define issues and draw conclusions.

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information.

Physical Demands

An individual who holds this position must have the ability to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously. They must be able to move around the classroom and read handwritten or printed materials. The individual must be able to travel between district facilities. Other travel may be required.

Conditions and Environment

The individual who holds this position will regularly work in a school environment that is noisy and active.