

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	<b>Academy Leader</b>
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	2/4/11

**POSITION OBJECTIVES:** To provide leadership, direction, and coordination in the planning, implementation, and assessment of the academy with an emphasis on improving student performance and achievement; providing a supportive learning environment for students; building a climate for learning; leveraging research and data-driven initiatives; effectively engaging faculty, staff, families and communities; and building a high performing faculty team to achieve the academy's vision, goals and objectives.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Work with EHS administration, and applicable Learning Community Leader and Curriculum Content Leader(s) to develop a research-based design for the academy that is aligned with the school's vision, mission, standards, action plan, and the shared direction of the learning community and the academy; research best practices; visit other successful learning academies and establish on-going relationships and communications with these academies; establish community connections and resources for the academy.
- Implement the academy in accordance with the established academy design; lead and support a phased integration and implementation of project based learning instructional models with clear expectations and monitoring tools; design and lead student seminars with a focus on personal learning plans.
- Effectively communicate, promote, and engage others in best practices within the academy that are aligned with LC/school/district direction; recommend, support, develop, coordinate, and/or deliver professional development opportunities for teachers based on identified needs of staff; coordinate and work collaboratively with external partners to provide expertise and professional development.
- Design and implement equity-based recruitment strategies and processes for the academy.
- Assess the performance and effectiveness of the academy and make modifications as necessary to ensure program success; work in collaboration with the school administrative team and the LC leader in monitoring instructional practices and student achievement data and use the data to inform instructional practices and to drive decision-making within the academy.
- Ensure the effective integration of support systems and Personal Learning Plans into the Academy's classroom settings; collaboratively and effectively works with learning specialists to support student achievement; frame effective differentiation strategies for the Academy, including the promotion of content and materials that allow equitable access to rigorous learning.
- Work to create an open and supportive climate within the academy that makes all students and adults feel valued, safe, respected, and part of a community of purpose; and work to provide clarity and consistency in behavioral and academic expectations for students within the academy aligned with LC/school/district direction.
- Assert the direction of the academy concerning focus and priority that are aligned with LC/school/district direction; oversee and provide direction for course design towards this end.
- Work with members of the LC to build constructive, respectful relationships with families and the community and appropriately and effectively involve them in the academy.
- Assist the EHS administrative team with a variety of administrative duties (e.g, recruitment of new teachers within the assigned LC; budget development and oversight; serving on the school safety team; develop and update the Program of Studies; coordination of school-wide events; coordinate NECAP testing, etc.)

**SUPERVISION RECEIVED:** Academy Leaders are selected by the EHS Administrative team with input from the applicable LC Leader. Academy Leaders report to and are evaluated by Principal, and receive administrative direction from the Principal and other members of the Design Team.

**SUPERVISORY RESPONSIBILITIES:** Trains and assigns/directs the activities of teachers assigned to the academy; plays key advisory role in hiring, supervision, and performance management.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Master's degree in education or other appropriate discipline preferred plus five years of relevant teaching experience. Valid Level II Vermont Professional Educator's License in a focus area of the academy.
- Excellent instructional leadership skills; knowledge of various instructional strategies and practices to meet the needs of diverse learners; ability to build capacity and hold self and others accountable to high standards; demonstrated knowledge of best secondary practices in the areas of curriculum, instruction and assessment; models continuous learning and professional growth; ability to provide constructive feedback on items that may have an impact on the students
- Ability to use data in collaboration with others to evaluate the program's effectiveness, inform decision-making, and modify program design and implementation
- Focus on results; demonstrated record of improving student achievement; experience with project management and systems thinking; experience as a change agent; initiative; excellent problem solving skills; effective time management skills; commitment to distributed leadership; ability to make difficult decisions; demonstrated resilience and perseverance.
- Demonstrated competence in vision-based planning and development, and research and design; ability to articulate the vision for the academy; understanding and ability to support and promote the school vision, plans, goals and objectives.
- Excellent interpersonal skills; demonstrated skill set for facilitation, relationship and team building; ability to effectively use skills and strategies to problem solve, build consensus, resolve conflicts, and manage stress and crisis; ability to effectively communicate, collaborate, and engage with colleagues, parents, students, school administration, and other external constituents to build an understanding and a community of purpose for the academy.
- Demonstrates a contemporary, research-based understanding of career pathway models, and how to effectively embed 21<sup>st</sup> century skills into the classroom through the use of personal learning plans, seminar, and creation and implementation of interdisciplinary units.
- Commitment to equity and excellence; holds and communicates high expectations for ALL students and is committed to ensuring ALL students learn and succeed regardless of socioeconomic or special education status; experience in working with diverse student populations; demonstrates a sense of urgency in closing the achievement gap.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.