



SECTION 1120
CATEGORY Administration
SUB-CATEGORY Assistant Superintendent for Curriculum and Instruction

QUALIFICATIONS:

1. New Jersey State Certification as a School Administrator.
2. Minimum of five years' teaching experience preferred.
3. Minimum of three years' experience in an administrative/supervisory capacity.
4. Exceptional writing, oral, interpersonal, and analytical skills.
5. Knowledge of applicable laws, regulations and procedures.
6. Required criminal history check and proof of US citizenship or legal alien status.
7. Such alternative or additional qualifications as the Superintendent or Board of Education may deem appropriate.

REPORTING RESPONSIBILITIES

Assistant Superintendent for Curriculum and Instruction reports to the Superintendent of Schools.

SUPERVISORY RESPONSIBILITY AND AUTHORITY

The Assistant Superintendent for Curriculum and Instruction shall maintain line and staff authority in accordance with the Board of Education approved District Organizational Chart

JOB GOAL

The Assistant Superintendent for Curriculum and Instruction, in accordance with Board policy and New Jersey Statute and guided by the administrative rules of the Superintendent, is a district-wide leader in the areas of curriculum implementation and evaluation. The individual must have the necessary administrative leadership skills and abilities to organize and implement programs in connection with his or her responsibilities. The Assistant Superintendent for Curriculum and Instruction provides vision and leadership to district staff. He or she organizes, manages, and evaluates effective and clear procedures for the operation of a comprehensive system of curriculum, instruction, assessment, and evaluation based on applicable state and federal laws, Board policy and regulations, and contractual requirements.

TERMS OF EMPLOYMENT

Twelve-month individual contract. Eligible for Benefits. District-Wide and Central Office Non-Instructional Personnel.



PERSONAL EVALUATION

The Assist Superintendent for Curriculum and Instruction shall be evaluated in writing in line with state requirements and Board of Education policy and regulation by the Superintendent of Schools at least once each year. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description.

PERFORMANCE RESPONSIBILITIES

- A. Relationship with the Superintendent
 - 1. Works with the Superintendent of Schools, keeping him or her informed on issues, strengths, and needs related to the instructional program.
 - 2. Offers professional advice to the Superintendent of Schools on items requiring Board action with appropriate recommendations and supporting data based on thorough study and analysis.
 - 3. Informs the Superintendent of Schools on the status of job-specific projects or actions.
 - 4. Supports all official decisions on district matters by the Superintendent of Schools, once an official decision has been reached.

- B. Educational Leadership
 - 1. Implements the district's goals, objectives, policies and the state's goals and requirements.
 - 2. Develops and supervises a program of continuous curriculum development and improvement in all subject areas in the school system.
 - 3. Reviews programs in special education and guidance to insure their integration into the total school program.
 - 4. Recommends to the Superintendent of Schools changes in policies and administrative rules relating to the implementation of the educational program in the school district.
 - 5. Encourages research and creativity among district staff.
 - 6. Evaluates curriculum to ensure compliance with core curriculum standards, state law and affirmative action requirements.

- C. Budget Development and Financial Planning
 - 1. Assists the Superintendent of Schools and Business Administrator in the preparation of the annual budget with accurate and complete information and analysis in the area of instructional services, supplies and equipment.
 - 2. Evaluates financial needs and makes recommendations for adequate financing to accommodate short and long-range budget planning related to the instructional program.

- D. General Staff Management
 - 1. Accepts and carries out responsibilities for maintaining liaison between the Superintendent of Schools and instructional personnel.
 - 2. Evaluates staff using an evaluation approach that identifies specific areas of strengths and needs. Recommends and plans with staff specific alternative approaches for improvement in performance, including an array of strategies consistent with effective counseling, consultation, and special instruction.
 - 3. Assigns appropriate personnel to assist in the fulfillment of observation and evaluation procedures.
 - 4. Develops and oversees a comprehensive in-service program and courses responsive to staff development. Identifies in-service needs, in part from findings of the program review and staff evaluation processes.



5. In cooperation with other district administrators, plans for the annual assignment of instructional personnel.
6. In conjunction with the district administrative staff, assists in the supervision and evaluation of teaching personnel.
7. Plans and administers procedures for the evaluation of all members of the instructional staff in the school district.
8. Plans and implements in-service training for teachers.
9. Organizes, directs, and supervises the district-wide subject area supervisors to provide a comprehensive program of curriculum development and evaluation.
10. Serves as a member of the Superintendent's administrative team for administrators' evaluations.
11. Recommends approval of tuition reimbursement for district administrators, including approval of course selections.
12. Works cooperatively with the Superintendent and Business Administrator/Board Secretary in projecting school-age population in the district.

E. Curriculum, Instruction, and Assessment

1. Manages all aspects of the district's instructional programs, including, but not limited to curriculum, instruction, assessment, evaluation, scheduling, and state and federal reporting.
2. Reviews and assesses programs, addresses areas in need of improvement, and makes suggestions for changes and updates.
3. Guides program development and curriculum writing.
4. Creates a plan for assessments and assists supervisors with building various types of assessments that accurately measure student learning.
5. Oversee and monitors the implementation of curriculum aligned with state frameworks, student and teacher performance objectives, curriculum standards and proficiencies in all subject areas.
6. Directs the development, evaluation, and revision of curriculum and instruction and assumes responsibility for the implementation of approved programs.
7. Coordinates and articulates curriculum among and between the grades.
8. Formulates, plans, and implements the professional development program for district staff.
9. Guides administrators in the evaluation of instructional materials, including but not limited to, textbooks, digital resources, library/media acquisitions, and other instructional materials.
10. Provides leadership in developing plans for instructional research; pilot studies for curriculum, instruction, and technology; and new courses of study.
11. Monitors federal, state, and local assessment scores and reports data and trends to the Superintendent of Schools.
12. Seeks and applies for appropriate competitive grants.
13. Formulates, plans, and implements Federal grants.
14. Keeps abreast of new developments in the field.

F. Other Duties

1. Maintains confidentiality in all areas of the assignment.
2. Assumes other duties and responsibilities incidental to the office or as assigned by the Superintendent of Schools.
3. Adheres to all district policies and regulations, including but not limited to:
 - a. Teaching Staff Member/School District Reporting Responsibilities – 3159
 - b. Physical Examination – 3160
 - c. Substance Abuse – 3218
 - d. Electronic Communications between Teaching Staff Members and Students – 3283
 - e. Sexual Harassment – 3362



PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Adopted: 2018 August 28