



Sarasota Military Academy

JOB DESCRIPTION

ASSISTANT HEAD OF SCHOOL

SALARY SCHEDULE:

ADMINISTRATIVE – ASSISTANT HEAD OF SCHOOL (APPROPRIATE LEVEL)

QUALIFICATIONS:

1. Master's Degree or higher from an accredited educational institution preferred.
2. Florida certificate in Educational Leadership preferred.
3. Minimum of three (3) years of successful classroom teaching experience.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of laws, regulations and policies governing education in state and county. Knowledge of curriculum and instructional programs and practices for appropriate level. Willingness to learn budgetary and supervisory responsibilities. Skill to work with people in an effective manner. Knowledge of scheduling and supervision. Ability to communicate effectively, both orally and in writing. Ability to plan, organize and prioritize. Ability to use data in the decision-making process. Ability to use technology resources effectively.

REPORTS TO:

Head of School

JOB GOAL:

To assist the Head of School with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school, the Academy, and the District.

SUPERVISES:

Instructional, Support and Service Personnel as assigned by the Head of School.



Sarasota Military Academy

PERFORMANCE RESPONSIBILITIES (Based on the Florida School Leader Assessment Domains and Indicators and the Sarasota County School District School Leader Evaluation System):

STUDENT ACHIEVEMENT

- 1) **Academic Standards:** The leader demonstrates understanding of student requirements and academic standards.
- 2) **Student Achievement Results:** The leader demonstrates evidence of student improvement through student achievement results.
- 3) **Learning Organization:** The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
- 4) **School Climate:** The leader maintains a school climate that supports student engagement in learning.
- 5) **School Climate:** Assists the Head of School to ensure the school's discipline policy is consistently and fairly administered.
- 6) **School Climate:** The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning.
- 7) **High Expectations:** The leader generates high expectations for learning growth by all students.

INSTRUCTIONAL LEADERSHIP

- 1) **Florida Educator Accomplished Practices (FEAPs):** Assist the Head of School to align the school's instructional programs and practices with the Florida Educator Accomplished Practices, and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.
- 2) **Quality Assessments:** Assist the Head of School to ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
- 3) **Faculty Effectiveness:** Assist the Head of School to monitor the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the Florida Educator Accomplished Practices.
- 4) **Feedback Practices:** The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.



Sarasota Military Academy

- 5) High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
- 6) Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
- 7) Faculty Development Alignments: Assists the leader to implement professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
- 8) Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.
- 9) Success-Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.
- 10) Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

OPERATIONAL LEADERSHIP

- 1) Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions and reports such to the Head of School as needed.
- 2) Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
- 3) Distributive Leadership: The leader empowers others and distributes leadership when appropriate.
- 4) Delegation: The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to



Sarasota Military Academy

initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

- 5) Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
- 6) Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
- 7) Collegial Learning Resources: Assists the Head of School to manage schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
- 8) Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
- 9) Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
- 10) Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

PROFESSIONAL AND ETHICAL BEHAVIORS

- 1) Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
- 2) Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
- 3) Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.
- 4) Professional Conduct: The leader adheres to the Code of Ethics of the Education Profession in Florida and to the Principles of Professional Conduct for the Education Profession.

PHYSICAL REQUIREMENTS:



Sarasota Military Academy

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Academy's approved compensation plan. Length of the work year and hours of employment shall be those established by the Academy.

EVALUATION:

The Head of School shall evaluate the Assistant Head of School in accordance with provisions of the Academy's policy on evaluation of personnel.