

**POSITION TITLE:** Instructional Specialist – Student Experiences

**QUALIFICATIONS:** Required: Post-graduate professional license in K-12 instruction and/or counseling. At least three years work in K-12 or post-secondary education and experience successfully working with students from under-served communities with demonstrable results. Demonstrated leadership qualities and ability to work effectively with youth, teachers, parents and business and community leaders and partners. Considerable experience and expertise in program design, project management, with an exceptional strength in planning, written and oral communication, collaboration and relationship building across diverse stakeholders. Proficiency with the Microsoft Office Suite and current software, and experience or willingness to learn agile processes. Bilingual skills to include Spanish and knowledge of national and state level college and career readiness efforts are a plus. Must be willing to work a flexible work schedule. The ideal candidate for this role is someone who is passionate about all youth having access to opportunities that prepare them for college and career; enjoys thinking big and working with others to innovate, while also having an equal passion for the details of planning, analysis, communication, and follow-through.

**PERFORMANCE EXPECTATIONS:** Designs a framework and process for ensuring all youth in Richmond Public Schools (RPS) have meaningful learning experiences that integrate academics, leadership, and exposure to college and career pathways, ensuring all youth graduate high school with a set of core experiences (to be determined) outside of the traditional school-day that ensure college, career and civic readiness. Builds a system of student experiences that ensure equity of access for RPS youth to have meaningful experiences traditionally available only to those with the economic means such as: paid or volunteer summer internships, high-quality summer camps and/or leadership experiences, all based on students' exploration of their passion and interest. Develops a partnership framework and coalition (in collaboration with others in the division) to create a coherent and mutually supporting relationship between RPS and the many community-based organizations seeking to support RPS youth in achieving their academic and future goals. Develops and manage a strategy for advanced academic experiences to ensure youth and families understand their options and choices for programs such as dual-enrollment, IB, AP, CTE credentials, etc. Supports the Coordinator of Counseling and Career Pathways in ensuring that all youth and families receive essential knowledge at each stage of school (elementary to middle, middle to high, high to post-secondary/career) as well as ensure counseling services at the high school expand choice, access, while dismantling tracking and/or access gaps. Provides support to the Teaching & Learning teams in RPS to address the myriad issues outlined in the Equity Audit and develop student-facing solutions to expand access. Annually, outlines the strategy (and codify systems and processes) for ensuring RPS youth access vital RPS resources such as experiences at the Math/Science Innovation Center and essential partnership with regional universities that serve our youth in various capacities. Serve as the RPS liaison for select partnerships that focus on academic and student supports (e.g. MSiC, Higher Achievement, 4-H, etc). Makes recommendations on which partnerships RPS should expand and strengthen as it relates to improving overall youth experiences. Coordinates the gathering, selecting, and analysis of data to determine which youth experiences RPS will formally partner/promote to our youth. Uses student outcome data to make recommendations and decisions related to program selection and design; monitors program impact and disaggregates data to provide ongoing assessment of quality and impact on student outcomes. Researches and learns the latest innovations to expand student experiences at scale and in a sustainable manner (e.g. where can technology be leveraged versus person-to-person experiences). Stays informed regarding educational innovations and trends as well as implement new strategies appropriate for division's youth population based on data. Practices open communication with different RPS

teams and staff when sharing: ideas, options, recommendations with analysis, that engages and invests the audience (in various formats (powerpoint, audio/visual, proposals). Engages with youth, families, and school staff to understand historical and current efforts, from which to build plans/recommendations. Identifies key projects/efforts in a given time frame and develop clear thorough implementation plans, with clearly defined roles, and leads cross-functional teams to effectively deliver a concept. Identifies funding needs and possible grant opportunities; partners with the grants office to submit grant proposals to support program recommendations; where applicable, provides reporting and progress data for any funding related to projects in this scope. Supports the staff in the collection, review, and submission of all requisite information for state and federal reporting. Maintains clear and accurate budget expenditures in compliance with current division financial accounting procedures. Demonstrates flexibility and adaptability to work in a fast-paced environment; demonstrates a sense of urgency and zeal for ensuring all youth in RPS experience success in school and during out-of-school time learning experiences. Models professionalism engages in self-led continuous improvement, seeks out feedback and provides constructive feedback to colleagues. Performs other related duties as assigned by the Director of Strategic Initiatives and Innovation.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in school, office and community settings. Performs professional work providing support and/or training services to staff, students, parents and community partners. Work requires frequent standing, sitting, walking, driving and light lifting up to 20 pounds. Effective verbal and written communication skills for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Director of Strategic Initiatives and Innovation

**PAY SCHEDULE:** Unified Pay Schedule, Pay Grade 123

**LENGTH OF CONTRACT:** 260 Days (12 months)

**FLSA:** Exempt