



**SAN MATEO UNION HIGH SCHOOL DISTRICT**  
**CERTIFICATED JOB DESCRIPTION**

**JOB TITLE:** **Mathematics Instructional Leader  
(Teacher on Special Assignment – TOSA)**

**REPORTS TO:** Assistant Superintendent of Curriculum & Instruction

**CLASSIFICATION:** Certificated **SITE:** District Office

**SALARY:** .4 FTE **WORK YEAR:** School Days Only  
+ 10 Days

**APPROVED BY THE BOARD OF TRUSTEES: April 21, 2022**

**EFFECTIVE DATE: July 1, 2022**

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**JOB CHARACTERISTICS**

The purpose of this role is to work with both professional development/ and instructional technology coordinators in order to create a professional learning community and support teachers in implementing anti-racist classrooms to support all learners (with a specific focus on our Newcomers, Multilingual Learners, Students with IEPs or 504s). Members of this team will design and implement professional learning for core subject areas of English, Math, Social Science, and Science in coordination with curriculum coordinators specialized in English Learners and students with IEPs and 504s. This professional learning will be grounded in anti-racist classroom pedagogy and practices; and anchored in principles of universal design learning (UDL), social emotional learning, and academic literacy support. Instructional Leaders will serve as model teachers; provide coaching support in the content area; and help support teachers newly hired to the District.

**ESSENTIAL FUNCTIONS**

- Support the District’s equity mission and vision; racial equity policy; and MTSS efforts by working directly with teachers to strengthen and transform classroom practices and content as needed, with an emphasis on the development and support of instructional shifts towards anti-racist classrooms. This includes the following key components:
  - Development of an antiracist instructional framework
  - Identify and model high-quality anti-racist classroom practices
- Design and facilitate professional learning on key pedagogical practices, as identified above.
- Participate in walkthroughs/learning walks of teacher classrooms across the district to inform progress on implementation and inform future professional learning.
- Work collaboratively with the Instructional Council to provide leadership, professional learning, and direct support to teachers and teaching teams across the District, including newly hired teachers to the District.
- Collaborate with the teacher leaders and instructional leadership to address
  - the academic language acquisition needs of Newcomers and multilingual learners, through strategies and practices such as those present in *Constructing Meaning*.

- the specific learning needs of students (especially students with IEPs and 504s) which could include the use of universal design for learning.
- the integration of instructional practices and educational technology that are culturally responsive and support learner variability.
- the incorporation of age appropriate strategies that support social emotional learning of adolescents.
- Facilitate development and implementation of Courses of Study which reflect an anti-racist lens, and may include authentic assessments or common learning experiences.
- Attend District training, workshops, and collaborative meetings to actively engage in the Instructional Leadership community of practice.
- Attend workshops and relevant professional development at the San Mateo County Office of Education and other educational agencies in order to facilitate and disseminate best practices to teachers across the District.
- Collaborate with other members of the instructional leadership team to assess the effectiveness of our instructional programs through qualitative and quantitative data analysis and reporting – for both the Local Control Accountability Plan and internal stakeholders.
- Lead an instructional task force and/ or department chair meeting as needed to address a problem of practice or make key instructional decisions; choose and implement new instructional and assessment materials; make changes to the instructional program (i.e adding new classes).
- Support school site professional learning teams in planning and facilitation of school level professional learning.
- Participate in up to 5 days of summer professional learning and planning, at the conclusion and start of the school year.

**Employment Standards:**

- Incumbent must be able to perform essential functions above with or without reasonable accommodation.
- Incumbent must maintain a positive, helpful, constructive attitude and working relationship with the department supervisor and departmental employees, other District employees, the Board of Education, students, parents and the general public.

**Qualifications (Minimum)**

**Education/ Experience**

- Valid Clear California single subject teaching credential in English Language Arts
- Five years or more successful teaching experience at the high school level
- Experience teaching English Learners or a specific class for English Learners
- Language & literacy training, or training to support academic language in the content area classroom.
- Ethnic Studies background or training, and/ or willingness to engage in the training.
- Participating in the district's anti-racist community transformation practice
- Strong understanding of instructional technology

**Qualifications (Desirable)**

- AVID Trained or experience teaching AVID
- Instructional Coaching Training and/or Experience
- Understanding of Multi-Tiered System of Support (MTSS)
- Previous teacher leadership experience
- Experience in designing and leading staff training or professional development for adult learners

**OTHER REQUIREMENTS:**

- Department of Justice fingerprint clearance
- Evidence of Tuberculosis clearance

The intent of this position description is to provide a representative summary of the major duties and responsibilities performed by incumbents of the position. Incumbents may be required to perform other job-related tasks other than those specifically presented in the description. Reasonable accommodations may be made to enable individuals with disabilities to perform the above-stated essential functions.

SMUHSD is an equal opportunity employer in compliance with the Americans with Disabilities Act and all other applicable federal, state and local laws.

**SMUHSD Equity Vision**

Vision: All students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.

Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally, and academically.

**EQUAL OPPORTUNITY EMPLOYER STATEMENT**

San Mateo Union High School District is an equal-opportunity employer that is committed to diversity and inclusion in the workplace. We prohibit discrimination and harassment of any kind based on race, color, sex, religion, sexual orientation, national origin, disability, genetic information, pregnancy, or any other protected characteristic as outlined by federal, state, or local laws.

This policy applies to all employment practices within our organization, including hiring, recruiting, promotion, termination, layoff, recall, leave of absence, compensation, benefits, training, and apprenticeship. SMUHSD makes hiring decisions based solely on qualifications, merit, and business needs at the time.

For more information, read through our [Nondiscrimination in Employment](#) policy.

- [Equity Flyer](#)
- [BP0415.1 Racial Equity](#)
- [AR0415.1 Racial Equity](#)

**DISASTER SERVICE WORKERS:**

All San Mateo Union High School District employees are designated Disaster Service Workers through state and local law (California Government Code Section 3100-3109). Employment with the District requires the affirmation of a loyalty oath to this effect. Employees are required to complete all Disaster Service Worker-related training as assigned, and to return to work as ordered in the event of an emergency.