

SECONDARY DIVISION LEADER SUBJECT AREA(S)

DEFINITION:

Under direct supervision of the school principal or designee, the Division Leader provides structure and support to his or her collaborative team to improve professional inquiry and engage all members in a deep focus on student learning.

QUALIFICATIONS:

Any combination of education and/or experience that provides the required knowledge, skills and abilities to perform the essential function of the position. Additional experience, as outline below, may be substituted for required education on a year-for-year basis. A typical combination includes:

Experience:

- Minimum of two (2) years of credentialed experience preferred.

Education:

- An advanced degree is desirable.

Licenses or Certifications:

- Valid California Teaching Credential in the subject/field appropriate for the division.

DISTINGUISHING CHARACTERISTICS:

The unique role of the division chair is critical to the overall educational program and requires a deep understanding of the PLC process, as well as the ability to effectively communicate and collaborate with staff and administration. While this position is non-evaluative, the division chair supports team in continual professional growth and development.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties may include, but are not limited to the following:

- In collaboration with team members, facilitates the development and refinement of department norms and collective commitments.
- Serves as a resource to administration and school leadership team in creating a culture of continuous learning and improvement.
- Facilitates the examination of student data and the implementation of any changes necessary to increase student achievement.
- Supports development of essential standards and student friendly learning targets to align best practices and team collaboration.
- Facilitates the development of measurable and meaningful goals that supports district and school wide goals.
- Facilitates department discussions on student performance data for the purpose of curricular or instructional modification.
- Provides input on department needs for professional development.
- Supports department development of common formative and summative assessments.
- Plans, organizes, and facilitates department meetings focused on the four essential questions of a PLC.
- Submits team meeting agendas, attendance and minutes as directed by site administration.
- Facilitates the development and implementation of curriculum and instructional units for his/her department methodologies, instructional techniques, materials, curriculum, and assessment.
- Facilitates department committees for new text adoptions and recommends supplementary materials for his/her department.

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- Gathers information and coordinates efforts to inventory departmental materials and equipment as needed by the administration.
- Attends regularly scheduled division chair meetings and disseminates information from department chair meetings to teachers.
- Assists with articulation efforts between middle/high school department teams to align curriculum throughout the district.
- Assist with the completion of all surveys, forms, and state reports that are required of his/her department by site or District departments.
- Facilitates the department discussions regarding the allocation of resources assigned to the department and submits any department budget orders or expenditure requests.
- Collaborates on behalf of the department with administration and counseling regarding master schedule, course descriptions, articulation, a-g submission, and student placement in the various department courses.
- Assists the school administration in scheduling of teachers and rooms for the master schedule.
- Facilitates department professional learning and conference requests.
- High school division leaders will assist principal with committee leadership and report writing for school accreditation and reviews.
- Upon request, assists the administration in interviewing and recommending new teachers for the division.
- Meets vendors, establishes specifications, provides for examination of equipment and instructional materials, and initiates requisitions for the division.
- Assists in the preparation of furniture and equipment lists when necessary and prepares division equipment for inventory.
- Assists in evaluating the effectiveness of the educational program(s) for the assigned division.
- Maintains safety protocol for the school and district.
- Other duties that relate to the job requirements.

KNOWLEDGE:

- Strong knowledge of content area curriculum and pedagogy.
- Strong organizational, communication and interpersonal skills.
- Understands the importance of being a positive role model.
- Understands the importance of shared decision making and leadership.
- Demonstrates honesty and high ethical standards.

ABILITIES AND SKILLS:

- Ability to be discreet and always maintain confidentiality.
- Ability to build relationships, establish rapport, and build trust among team members.
- Ability to organize and present data related to student achievement.
- Ability to adjust to new conditions and demonstrate flexibility in thinking with tasks, responsibilities, and people.
- Ability to collaborate with others as part of a team to accomplish a goal or task.
- Ability to generate creative solutions to work situations, organizational problems, and opportunities.
- Ability to productively solve problems and handle difficult and challenging situations.

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PHYSICAL REQUIREMENTS:

Physical abilities: include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities: include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described 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 essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.