

Executive Director of High Schools

(<https://www.schooljobs.com/careers/seattlescho>)     **APPLY**

Salary	\$175,822.40 - \$225,784.00 Annually	Location ⓘ	John Stanford Center for Educational Excellence, WA
Job Type	Full-Time	Job Number	27216
Department	Superintendent's Office	Opening Date	05/27/2026
Subject Area	N/A - THIS IS NOT A TEACHING POSITION	FTE	1.0

<u>DESCRIPTION</u>	<u>BENEFITS</u>	<u>QUESTIONS</u>
------------------------------------	---------------------------------	----------------------------------

Overview of Position

This position is open until filled, and interested candidates are encouraged to apply immediately. The first review of applications will begin on June 3, 2026.

The Executive Director of High Schools will create specific conditions to actualize the Seattle Public Schools Strategic Plan and focus on the elimination of systemic opportunity gaps through inclusive services. The Executive Director of High Schools will be a member of the EDS (Executive Director of Schools) Team that reports directly to the Assistant Superintendent of Schools. SPS is strategically committed to improving how central office leadership shifts its work to support building principals as instructional leaders to create improved outcomes for all students. The Executive Director of High Schools will also support district and building school improvement efforts directly connected to our district strategic plan and building Comprehensive School Plans (C-SIP).

The Executive Director of High Schools is committed to improving and supporting principals connected to the Association of Washington Schools Principals (AWSP) Leadership Framework and Seattle Public Schools Principal Attributes. This is an Executive Director central office leadership level position. This position requires the Executive Director to be a masterful teacher of adult learners - as well as a strong system thinker and collaborator. The Executive Director's main job is to effectively support high school building principals and collaborate and supervise other leaders in the district to support culturally responsive and inclusive practices, policies, and procedures.

The Executive Director of High Schools will effectively build the capacity of leaders and partner with high school principals in both one-on-one and group settings. The Executive Director of High Schools is expected to create and sustain effective high school principal communities of practice or professional learning communities. They are expected to broker resources between high school principals and central office leadership. The Executive Director of High Schools must effectively oversee high schools within Seattle Public Schools, maintaining partnerships with key central office staff that support schools, from various departments including, but not limited to, human resources, budget and finance, curriculum and instruction, enrollment planning, safety and security, and student services. Additionally, the Executive Director of High Schools is responsible for leading schools under their supervision and working to raise the outcomes for students related to the superintendent's Top 5 in 5 – specifically increasing attendance and graduation rates and across all high schools.

The Executive Director of High Schools will also work as a team and plan with other peers as a part of the EDS Team to plan, align practices and procedures, and problem solve supports to building principals. Additionally, the Executive Director of High Schools will supervise the athletic department.

Essential Functions

40% School Improvement:

- Effectively partners with and supervise high school principals and other staff to improve student outcomes.
- Support principals to develop, implement, monitor and adjust Comprehensive School Improvement Plans (C-SIP) centered on improving instructional leadership and systems of support to improve inclusive instructional practices that impact outcomes for all students.
- Promotes equitable access to rigorous, standards-based instruction that centers on inclusion and culturally responsive practices leading to high-quality instruction for all students.
- Provides results-focused professional learning and collaboration.
- Makes data-driven decisions. Disaggregated data must be at the table.
- Opens and acts on direct feedback to improve their own performance.
- Works effectively with school communities to build strong partnerships with families and community through authentic engagement.
- Models effective instructional leadership and teaching of adults grounded in research-based adult learning theory.
- Provides recommendations for high school principal and assistant principal hires to the Superintendent.
- Assists high school principals with interpreting relevant federal and state laws as they relate to school issues.
- Assists high school principals in staffing, scheduling and budgeting as needed.
- Supports high school principals in connecting with other Central Office departments to respond to operational and other needs.

20% Accountability:

- Is accountable for making sure high school principals and schools do what they say they are going to do including following district policy.
- Supervises, monitors, and evaluates the performance of assigned personnel.
- Supports and monitors the implementation of effective teaching strategies at schools.
- Oversees implementation of curriculum, professional development, evaluation, and student assessment.
- Interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.
- Assists with the development, implementation and monitoring of corrective actions.

15% Central Office Leadership:

- Actively leads groups of central office leaders who support building principals in leading their buildings to be safe, healthy spaces for learning by doing the following:
- Informs policy, shapes procedures related to policy and strategic direction.
- Analyzes and prioritizes the needs of schools to inform the practice and supports of central office in service of schools on emerging trends and issues.
- Facilitates, coordinates and collaborates with central office departments to ensure success for all SPS initiatives and implementation of school-based operations.
- Works with the Superintendent and other system leaders to implement the district's strategic plan, its intent and metrics.
- Collaborates with the Superintendent, Student Services, Teaching and Learning, and Human Resources, in support of the improvement of instruction at all schools and implement sound strategies across content and programs.
- Provides recommendations and support for the implementation of major instructional and educational strategies, and partner in the evaluation of their effectiveness.
- Works collaboratively with the other Executive Director's in aligning critical components of the work and creating common messages when needed.
- Explicitly models, through communication and actions, the core values and beliefs essential in supporting the SPS strategic plan.
- Trains and assists high school principals to meet identified school goals and targets and assists in determining and acquiring support services.
- Plans and provides professional development effectively utilizing adult learning activities focusing on developing leadership, improving instructional leadership, and curricular and instructional practices for principals and assistant principals.
- Assists in the interpretation of district policies, rules and regulations and makes recommendations regarding their formulation or modification.
- Consults with the Superintendent on matters of personnel management, employee and student relations.

10% High School Principal Leadership Development:

- Works effectively with principals to improve their performance in all areas of the principal job by doing the following:
 - Takes a teaching and learning stance focused on culturally responsive and inclusive practices;
 - Delivers effective coaching/mentoring;
 - Builds and sustains principal learning networks and communities of practice;

- Ensures central office is providing what principals need;
- Works with high school principals to develop and prepare annual budget for schools;
- Analyzes and reviews budgetary and financial data using equity analysis; and
- Monitors and authorizes expenditures in accordance with established guidelines.

10% District and School Engagement:

- Serves as a representative of the Superintendent, on various internal and community boards and committees.
- Attends or chairs a variety of meetings as appropriate.
- Represents the District in collaborative partnerships and taskforces with the City, County, and human service agencies.
- Partners with institutions of higher education, business/industry, and judicial and law enforcement agencies as needed to meet SPS goals.
- Collaborates with other District departments to resolve student issues related to placement transfer, discipline, complaints, appeals, investigations, and litigations.

5% Athletics:

- Provides leadership for high school athletic programs to enable high schools to provide safe, coordinated and high quality competitive and intermural events that promote athletic skills and school pride and increase student engagement and academic achievement.
- Supervision of the Athletic department and act as the primary liaison for comprehensive high schools to oversee and problem solve or resolve all high school athletic issues

OTHER FUNCTIONS

- Maintains current knowledge of federal, state, and grant regulations and related jurisprudence.
- Seeks regulatory interpretations from General Counsel's Office.
- Assists high school principals in preparing and distributing state and federal compliance reports and preparing for the federal and state yearly reports and audits.
- Assists in the development of appropriate parent and community involvement strategies.
- May perform related duties consistent with the scope and intent of the position.

RELEVANT COMPETENCIES

Managing Through Processes and Systems

Designs practices, processes, and procedures necessary to get things done; simplifies complex processes; gets more out of fewer resources; creates systems that manage themselves.

- Sets clear, well-defined outcomes for desired results and tracks progress.
- Breaks down objectives into actionable steps with targeted deadlines.
- Leverages and uses resources efficiently and creatively to achieve desired outcomes.

Building Effective Teams

Builds cohesive teams of people within the organization; shares wins and success such that each team member feels valuable and appreciated; guides teams to establish and achieve goals.

- Creates high performance environment where others pull together to get things done.
- Promotes collaboration and removes obstacles to teamwork.
- Celebrates successes and rewards team achievements.
- Monitors and evaluates team successes and challenges while providing productive feedback.

Developing Others

Is a people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves.

- Gives people assignments that help to develop their abilities.
- Work collaboratively with direct reports to set meaningful performance objectives.
- Meets regularly with direct reports to review developmental progress.
- Recognizes and reinforces developmental efforts and improvements.

CABINET CORE COMPETENCIES

Managing Vision and Purpose

Communicates a compelling and inspired vision or sense of core purpose; makes the vision sharable by everyone; can inspire and motivate entire units or organizations.

- Develops a clear sense of purpose and mission that captures the imagination of others.
- Shares vision in a way that influences others as demonstrated by their words and actions.
- Anticipates and identifies long-term, future organizational needs and opportunities.

Accountability

Holds self and others accountable for measurable high-quality, timely and cost-effective results; determines objectives, sets priorities and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.

- Takes responsibility and action as if the risks (financial or otherwise) are his or her own.
- Holds individuals and team accountable for their actions and results.
- Initiates action even if outcome is uncertain and is willing to accept the consequences of failure.
- Aligns own activities and priorities to meet broader organizational needs.
- Demonstrates courage and confidence in his or her own ability.

Planning

Accurately determines the length and difficulty of tasks and projects; sets clear, realistic and measurable goals; sets priorities and time parameters to accomplish tasks and projects; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost.

- Allocates and coordinates time effectively and efficiently to avoid conflicts.
- Anticipates potential problems and develops plans to address them.
- Develops an appropriate work plan to achieve results.
- Monitors progress, responds to problems and measures performance

Getting Results (Action Oriented)

Performs work with energy and drive; values planning, but will take quick, decisive action when an opportunity presents itself.

- Demonstrates a strong sense of urgency about solving problems and getting work done.
- Focuses on achieving the goal even in the face of obstacles.
- Assumes responsibility for starting and finishing work with minimal supervision.
- Strives for new levels of performance.

Collaboration

Develops cooperation and teamwork while participating in a group, working toward solutions which generally benefit all involved parties.

- Is seen as a team player who encourages efficient and effective collaborations.
- Works skillfully in difficult situations with both internal and external groups.
- Represents his/her own interests while being open-minded to other groups.
- Builds respectful and productive relationships internally and externally.

Decision Quality & Problem Solving

Uses analysis, wisdom, experience and logical methods to make good decisions and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action.

- Weighs the consequences of options before making decision.
- Applies appropriate criteria to situations for the purpose of making decisions.
- Displays self-confidence in own judgment.
- Focuses in the facts and solutions instead of opinions and problems.

Integrity

Is widely trusted; is seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.

- Deals with people and situations in an honest and forthright manner.
- Represents information and data accurately and completely.
- Represents the confidentiality of information and concerns shared by others.
- Takes ownership if a mistake is their own and does not blame others.

KNOWLEDGE, SKILLS AND ABILITIES

Required:

- Three or more years as a building principal at any level.
- Demonstrated ability to improve student outcomes at the building level Administrative techniques and organizational theory.
- Administrative techniques and organizational theory.
- Knowledge of public-school laws and policies as they relate to the delivery of instructional services.
- Evidence of strong conceptual, analytical, organizational and management knowledge and skills.
- Team building and leadership.
- Interpersonal relations.
- Coordination of activities and services.
- Development and implementation of programs, projects, and parent outreach activities.
- Gathering and analyzing data and developing standards for evaluating results and services.

- Writing grant applications.
- Demonstrated leadership skills and abilities, including collaboration with diverse individuals.
- Demonstrate and model the core values and beliefs necessary to support SPS's Strategic Plan.
- Organize, implement, and evaluate education components such as tutoring, cultural awareness, and home instruction.
- Communicate effectively both orally and in writing.
- Develop and maintain effective working relationships with parents, students, staff and the public in a multicultural community.
- Collaborate with appropriate District and school-based administrators in developing quality instructional programs that improve academic outcomes in diverse communities.
- Master's Degree in Education or closely related field.

Desired:

- Five (5) or more years of successful experience as a school or district leader
- Successful leadership within the level (high school, middle school or elementary school) that the position represents. An exception to having experience at the level the position represents is having demonstrated supervisory experience across grade spans (Pre-K-12).
- Demonstrated ability to improve student outcomes of schools under your supervision
- Experienced leader that has improved outcomes for diverse student populations.
- Deep knowledge of Metro League and WIAA athletics.

Typical Qualifications

EXPERIENCE/EDUCATION:

A typical way to obtain the knowledge and abilities would be:

- Three (3) or more years as a building principal at any level.
- Demonstrated ability to improve student outcomes at the building level.
- Experience supervising athletic departments at a school or district level.
- Master's Degree in Education or closely related field.

Any equivalent combination of education, experience and training that provides the required knowledge, skills and abilities to perform the work will be considered.

CERTIFICATION & LICENSES:

Valid Washington State Administrative Credential;

Valid Washington State driver's license or evidence of equivalent mobility.

CLEARANCES:

Criminal Justice fingerprint and background check

Employer

Seattle Public Schools

Address

2445 3rd Ave South

Seattle, Washington, 98124-1165

Phone

206-252-0215

Website

<http://www.seattleschools.org/careers> (<http://www.seattleschools.org/careers>).