Position: Director - School Leadership	FLSA: Exempt	Work Days: 223
Reports to: Assistant Superintendent or Designee	Salary: Certificated Management Salary Schedule – Range C	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Director - School Leadership provides leadership, supervision, and support to TK-8 principals to strengthen instructional practices and improve student outcomes. This role focuses on building the capacity of school leaders to create equitable, inclusive, and high-performing schools, with an emphasis on instructional leadership. The Director monitors implementation of curriculum, instruction, assessment, and professional learning across all classrooms at school sites.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to, the following:

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements.
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Supervise, coach, and evaluate school principals to support effective leadership and continuous improvement in student achievement.
- Lead curriculum implementation, instructional improvement, and assessment practices to support high-quality first instruction and intervention, in collaboration with Educational Services to maintain alignment of curriculum, instruction, assessment, and professional development across all schools.
- Support school sites in improvement efforts to increase student achievement and reduce disproportionality in outcomes.
- Assist principals in analyzing data to guide instructional planning, intervention, and program evaluation.
- Support implementation of Multi-Tiered Systems of Support (MTSS), including early intervention and targeted student supports.
- Assist in recruitment, selection, and development of administrators and leadership teams.
- Support principals with fiscal and human resource allocation aligned to student needs and site and district goals.
- Guide site leaders in fostering positive school climates that promote engagement, belonging, and social-emotional development.
- Promote equitable practices and culturally responsive instruction to support success for all student groups.
- Support implementation of school safety plans, emergency procedures, and crisis response protocols.
- Facilitate regular meetings with principals to build leadership capacity, share best practices, and monitor goals and outcomes.
- Collaborate with district departments to maintain coherence across instructional, operational, and student support services.
- Strengthen family engagement practices to support student success and school-community partnerships.
- Prepare reports and presentations for the Assistant Superintendent, Cabinet, and Board of Trustees.
- Support with compliance monitoring, reporting requirements, dispute resolution, and due process procedures.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a master’s degree from an accredited college or university in education, educational leadership/administration, public administration, or a closely related field.
- Experience: Five years of progressively responsible experience in a K–12 public education setting, including at least two years of administrative experience at the principal level or higher (or equivalent experience).

LICENSES AND CERTIFICATES

- Valid California driver’s license required
- Valid California Teaching Credential required
- Valid California Administrative Credential required