



CHIEF ACADEMIC OFFICER

GENERAL RESPONSIBILITIES

Under the leadership of the Superintendent, the position is responsible for supervising all academic service areas, which include curriculum and instruction services, student support services, technical and career education, programs for exceptional children, instructional technology, virtual learning, and gifted education and magnet schools.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Coordinate and supervise curriculum design, instructional improvement and delivery, instructional programs, school monitoring and over-all instructional program assessment.
- Serve on the Superintendent's Senior Staff and coordinate on matters of instruction across departments and offices as needed.
- Assist the superintendent in matters of instruction including long-range planning.
- Effectively work and communicate with parents, community groups, administrators and others on instructional program matters.
- Direct all planning for instructional programs; plan and oversee all instructional programs and staff development activities.
- Evaluate all instructional programs; observe and monitor programs and program staff.
- Assist with the development, preparation, and monitoring of instructional budgets; review and approve grant proposals.
- Gather data and prepare reports for the Superintendent and School Board as required.
- Coordinate special projects on a continuing basis as assigned by the superintendent.
- Attend numerous committee meetings in the development of instructional, curriculum and related policies, and procedures.
- Attend zone, staff, School Board and related meetings.
- Serve on a variety of task forces; attend PTA, School Board, and City Council meetings.
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

Must have a comprehensive knowledge of and be able to articulate a clear vision for curriculum design and instructional improvement and delivery, to include understanding of general education practices, special education and 504 practices, gifted education practices, and student support services (i.e., counseling, psychology, student behavior management). Must have the ability to conceptualize, initiate, monitor, and evaluate new and/or current programs in support of the division's strategic plan and objectives. Must have a comprehensive knowledge of the principles, practices, and procedures of school administration, comprehensive knowledge of school division objectives, procedures, and organization, and comprehensive knowledge of school personnel and administrative practices, and procedures and methods—to include demonstrated experience with budgeting and contracting, personnel evaluation, hiring and retention, and coordination of other administrative functions across all areas of responsibility. Must have excellent oral and written communication skills. Must have the ability to establish and maintain effective and collaborative working relationships with school officials including senior leadership, Board members, school administrators, teachers, staff, and associates.



EDUCATION AND EXPERIENCE

Master's Degree in school administration and extensive experience in school administration required. Additional studies in curriculum development and school administration, to include a doctorate in either area, are preferred. Central office leadership experience preferred.
A comparable amount of training and experience maybe substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

None
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license
Regular and reliable attendance is an essential function of this positon.