



POSITION DESCRIPTION

Assistant Superintendent Teaching and Learning, K-12

Salary Grade: Assistant Superintendent- Unscheduled Management Salary Schedule

Department: Teaching and Learning

FSLA Classification: Exempt

Bargaining Unit: None

Work Year: 225 days

Reports to: Superintendent

Board Approval Date: [Click here to enter a date.](#)

Primary Function:

The Assistant Superintendent reports to the Superintendent and provides leadership in the supervision of elementary, middle and high schools for assistant principals, vice principals, and principals.

The Assistant Superintendent serves as a member of the Superintendent's Cabinet and brings to those bodies, matters relating to long-range planning and necessary policy changes.

The Assistant Superintendent serves as the main contact, coordinator, and administrator in the implementation and monitoring of Elementary and Secondary general education and supports all charter school. The Assistant Superintendent acts as the main District liaison with the Sonoma County Office of Education for Educational Services. The Assistant Superintendent of Teaching and Learning serves as the District Liaison with surrounding districts. The Assistant Superintendent supports the Superintendent by acting liaison to the community and to outside agencies.

Essential Job Functions include, but are not limited to the following:

Teaching and Learning

- Serves as a member of the Superintendent's cabinet; assists the Superintendent in implementing the Board's adopted strategic plan and in articulating a vision for the District's programs.
- Communicates directly with the Board of Education, prepares reports and makes recommendations as appropriate, and interprets Board Policy for management and non-management employees.
- Evaluates and supervises site and district administrators
- Supports and monitors the implementation of effective teaching strategies at all schools
- Oversees curriculum, professional development, and evaluation & student assessment
- Coordinates the development of all curriculum guides, resource documents, grade level standards, core standards, and all other curriculum materials
- Explicitly models, through communication and actions, the core values and beliefs essential in supporting the district's goals and mission
- Trains and assists all administrators in the development of school site planning and accountability to meet identified school targets. Assists in determining and acquiring support services

- Attends or chairs a variety of meetings; represents the District in collaborative partnerships, task forces with the City, County, human service agencies and institutions of higher education, business/industry, and judicial and law enforcement agencies
- Collaborates with principals and other District departments to develop and implement ongoing evaluation and improvement of instructional programs, particularly with efforts to increase student achievement
- Works collaboratively with all District departments to coordinate and align support services to schools
- Collaborates with other District departments to resolve student issues related to placement transfer, discipline, complaints, appeals, investigations, and litigations
- Supervises and evaluates the performance of assigned personnel; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions
- Supervises assigned schools to ensure District compliance in monitoring, assessment and reporting for all academic programs, as well as health and safety standards as applicable
- Develops and prepares an annual budget for the assigned area: analyzes and reviews budgetary and financial data; monitors and authorizes expenditures in accordance with established guidelines
- Supports the implementation of the new graduation requirements and co-teaching
- Works collaboratively with the cabinet to implement staffing, programs, and new schools.
- Support instructional materials with new adoptions and frameworks
- Develops Local Control Accountability Plan with the implementation of the district LCAP goals
- District Level support for all charter schools
- Oversees and manages any grants that the district is actively participating in
- Coordinates the development and implementation of the technology programs which enhance teaching and learning
- Assumes responsibilities for professional growth and development, keeping current with literature, new research findings, and improved techniques; attend appropriate professional meetings.
- Performs other related duties as assigned

MINIMUM QUALIFICATIONS

Education and Experience

- College degree in an educational field. Master's Degree in an educational field, or related field, is highly desirable a combination of any of the elements below:
 - 3-5 years as a classroom teacher
 - 3-5 years of experience as site administrator
 - 1-5 years of experience working at the district level
 - Experience working independently and in a team-oriented, collaborative environment.
 - Strong background in special education law, student attendance law, and student discipline

Licenses/Certifications:

Valid California Administrative Credential;

Abilities

- Ability to develop and set high standards for the emotional and academic success of all students
- Ability to work effectively with an informed, involved and educated district community
- Ability to develop mutual trust and respect among stakeholders
- Ability to build positive relationships and collaborate with diverse groups
- Ability to provide direction and build leadership capacity among district staff

- Ability to make and communicate difficult decisions
- Ability to practice and maintain fiscal responsibility
- Ability to communicate in a clear and concise manner and encourage open dialogue
- Ability to assess and evaluate the quality of educational programs and services
- Ability to make effective decisions using sound professional judgment
- Ability to resolve conflicts in a timely manner with positive results
- Ability to multi-task, set priorities and meet deadlines
- Knowledge of best first instruction and tiered supports
- Knowledge of California State Education Code and legislation, and federal laws as they relate to public education and students in school.

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Working Conditions

- Office environment as well as many hours spent outside on the campus or inside various classrooms.
- Hours may vary to meet school needs.
- Some local and out-of-county travel may be required for the purpose of meetings, events and other activities.

Physical Abilities

- Sitting for extended periods of time.
- Walking for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices.
- Able to lift up to 25 pounds.