



Position Description

Executive Director of Early Learning

Salary Level: Based on Act 93 Agreement

Prepared Date: September 6, 2023

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Human Resources

Department or Area: Office of Learning & Teaching

Approved by: Dr. Carol D. Birks, Superintendent

Reports To: Chief Academic Officer

Qualifications:

- Five (5) years administrative experience and Master's degree preferred.
- PA Certification in Grades K-4, and Supervisor, Early Childhood K-6 and/or School Administrator K-12.
- 5 years of experience in an administrative capacity required.
- Early Childhood Learning experience working in a large, urban PreK-12 environment preferred. Ability to effectively direct, plan, implement and evaluate programs in a school-based environment. Strong leadership and interpersonal skills with the ability to lead and provide direction.
- Knowledge of current applicable laws, codes, regulations, policies and procedures.
- Ability to communicate effectively with students, staff and the public from diverse cultural, social, economic, and educational backgrounds.
- Ability to work collaboratively with colleagues and contribute to a diverse workplace through ideas and experience.
- Experience with school district organization, operations, policies, and procedures; the ability to read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Experience with budget preparation and position control.
- Excellent time management skills and ability to prioritize work.
- Experience with urban school districts and diverse student populations.

Note: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

The Executive Director of Early Learning is responsible for overseeing the district's early learning work, from birth to 3 years of age, including leading the ongoing implementation of the Pre-K Program. Builds coherence with community-based early learning programs and the district's K-2 program. Fosters collaboration with community providers, building support for sustainability and helping to establish a consolidated early learning governance structure.

Essential Duties and Responsibilities:

- Directs and oversees the implementation of a broad spectrum of early learning initiatives.
- Communicates the vision of the Early Learning Program to all stakeholders.
- Establishes a coherent, collaborative system for the programs and services that benefit children and families.

- Develops and implements long and short-term strategic plans consistent with the district's vision and mission.
- Works collaboratively with community partners to achieve the goal of increasing the opportunity for children to access high quality early learning opportunities.
- Builds support for sustainability of initiatives that will improve early learning opportunities.
- Coordinates, plans, implements, and assesses the capacity building of assigned personnel via professional learning based on current research.
- Identifies and provides support for parents to enhance and extend the school learning experiences of children at home; coordinates parent support sessions, including strategies, care and nurturing, and proper nutrition.
- Builds coordination of services and articulation between the early learning and elementary levels of the instructional program.
- Supports the transition of students entering Kindergarten from community-based early learning programs.
- Creates and implements an early learning program that encompasses the whole child cognitively (academic programs), socially, and emotionally.
- Collects and analyzes data regarding the performance and experiences of all students and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications in existing programs.
- Creates and sustains a positive and collaborative environment for central and school-based personnel.
- Develops and maintains strong relationships with key stakeholders, including families, community providers, partners, teachers, leaders, and others.
- Provides leadership for the development of the department's budget, ensuring that budget decisions provide optimal support to address the needs of our students.
- Supervises assigned personnel, provides assistance, conducts performance appraisals, and makes recommendations for appropriate employment actions.
- Directs the preparation of statistical and narrative reports to ensure reporting requirements are met for state and federal agencies.
- Keeps abreast of current research, theory, and trends, and provides leadership in areas as appropriate to the district's needs.
- Models and requires the use of leadership practices that promote high-performance, ethical behavior, collegiality, collaboration, and fairness.
- Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours.
- Prepares comprehensive narrative and statistical program reports.
- Performs other duties as assigned by the Executive Director and/or designee.

Supervisory Responsibilities:

Directly supervises Pre-Kindergarten staff, recruit, hire and retain employees; Carries out supervisory responsibilities in accordance with the district's policies and applicable laws.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable

control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition;

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Demonstrates ingenuity and inventiveness in the performance of assigned tasks.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.