

# JOB DESCRIPTION

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## ASSISTANT DIRECTOR

**Brief Description:** The Assistant Director serves in a twofold capacity as co-instructional leader of the school and as co-manager of facilities and administrative operations. In accordance with West Virginia Code §18A-2-9, serves as a co-administrator responsible for the assisting of planning and management, operation, and evaluation of the programs and services of the school.

**Qualifications:** 1. Valid West Virginia teaching certificate or Professional certificate. 2. Proper endorsements as required for the position on the posting. (Hold a valid West Virginia School Administrator's Certificate or a West Virginia Vocational Administrator's Certificate. CTE Experience Preferred.) 3. Specialized training as required for the position.

**Reports to:** Director

**Supervises:**

- Teaching Staff and Paraprofessionals
- Other Professional Staff (Student Support Staff)
- All Nonprofessional School Staff
- Other Resources and Service Personnel while functioning in the assigned School
- Service providers when operating while functioning in the assigned School
- Students

**Responsibilities:** (as outlined in WV Board of Education Policy 5310; §126-142-18);

**Administrators' Responsibilities.**

- Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance,
- Provides purpose and direction for schools/county,
- Demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,
- Manages group behaviors to achieve consensus,
- Enhances quality of total school/county organization,
- Organizes and delegates to accomplish goals,
- Communicates effectively, and
- Provides leadership in the implementation of technology standards.

**Administrators' Performance Characteristics.** (The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.)

### **1. Instructional Leadership**

- Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items that may be used to reflect instructional leadership competencies:
  - a. Demonstrates a knowledge of supervision to improve instruction,
  - b. Uses the evaluation process to improve instruction effectively,
  - c. Analyzes a variety of educational data to focus on student achievement,
  - d. Guides teachers in their professional growth, and
  - e. Facilitates a climate that is conducive to student learning and development.

### **2. Purpose and Direction.**

- Proactive Orientation. -- Views self as the school's co- leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals. Items that may be used to reflect instructional leadership competencies:
  - a. accepts authority and assumes responsibility,
  - b. analyzes negative and positive forces affecting the school/county,
  - c. takes immediate steps when problems arise,
  - d. focuses resources on strategic goals,
  - e. uses problem solving strategies,
  - f. exhibits a positive attitude,
  - g. encourages and facilitates meaningful and effective parent-teacher communication, and
  - h. commands respect by example in appearance, manners, behavior and language.

### **3. Educational Values**

- Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items that may be used to reflect instructional leadership competencies:
  - a. promotes the welfare of students, faculty and staff, and
  - b. sets high expectations and articulates them to community, parents, staff and students

### **4. Cognitive Skills.**

- Interpersonal Skills. -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:
  - a. encourages others to describe their perspectives,
  - b. respects others' perspectives, and
  - c. listens to others.

- Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items that may be used to reflect problem analysis:
  - a. gathers information about the school, county, students, parents, and community as appropriate,
  - b. attends professional development sessions that are relevant to goals, and
  - c. accesses computer and management information systems.
- Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:
  - a. values divergent thinking,
  - b. compares consequences of options, and
  - c. makes decisions after data are analyzed.

## 5. Leadership.

- Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:
  - a. identifies self as a team leader,
  - b. intervenes, negotiates, resolves conflict as needed,
  - c. facilitates communication, and
  - d. creates cooperative atmosphere.
- Persuasiveness. -- Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:
  - a. ties needs to established goals,
  - b. articulates expected outcomes, and
  - c. develops trust by modeling desired behavior.
- Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:
  - a. understands how own behavior may affect others,
  - b. adjusts strategies when ineffective,
  - c. exhibits appropriate interaction skills, and
  - d. deals effectively with emotional issues.

## 6. Quality Enhancement.

- Personal Motivation. -- Establishes high work standards for self and others. Items that may be used to reflect personal motivation:
  - a. promotes excellence by evaluating goals,
  - b. sets standards for goal accomplishment,
  - c. considers feedback, and
  - d. assesses own strengths and limitations.

- Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:
  - a. supervises and monitors performance of staff,
  - b. collects and records performance data,
  - c. judges performance using criteria,
  - d. reinforces desirable behavior,
  - e. accesses computer and management information systems, and
  - f. demonstrates effective school financial management.
- Coaching. -- Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:
  - a. builds a supportive environment for learning,
  - b. provides timely and specific feedback,
  - c. reinforces growth and development, and
  - d. exhibits effective conferencing skills.

## **7. Organization.**

- Organizational Ability. -- Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:
  - a. plans for goal accomplishment,
  - b. establishes priorities,
  - c. budgets and allocates resources,
  - d. assigns tasks and activities, and
  - e. plans for contingencies.
- Delegation. -- Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:
  - a. assesses expertise of self and others,
  - b. determines tasks to be assigned,
  - c. determines tasks needing outside assistance,
  - d. establishes performance standards, and
  - e. provides guidance.

## **8. Communications.**

- Oral Communications. -- Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:
  - a. pronounces words and articulates clearly,
  - b. speaks confidently, and
  - c. uses correct grammar.
- Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

- a. writes with clarity and conciseness, and
- b. uses correct grammar, spelling and appropriate language.

### **9. Technology Leadership.**

- Definition -- Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §14.8.1. Items that may be used to reflect technology leadership competencies:
  - a. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture to the realization of that vision,
  - b. ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching
  - c. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,
  - d. ensures the integration of technology to support productive systems for learning and administration,
  - e. uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and
  - f. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

**Evaluation:** Performance evaluation in accordance with West Virginia Board of Education Policy 5310.